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ABSTRACT

This bulletin was designed to revitalize the teaching of civic responsibility and the moral and ethical principles that lead to good citizenship. It is a compendium of activity sheets that teachers either may duplicate and give to students, or use as guides for class activities. The bulletin is organized under six themes: (1) Understanding Yourself and Your Values; (2) The Citizen and the Law; (3) The Good Citizen; (4) The Citizen in the Neighborhood Community; (5) The Citizen and Municipal Services; and (6) The Citizen and Public Health and Safety. Each of the six parts of the guide has an overview and a listing of student activity sheets by number and title. On the back of each activity sheet are notes to the teacher, giving suggestions for structuring the exercises, alternative approaches, additional questions, development of the concepts, and ideas for motivation and activities that go beyond the classroom. Each activity is labeled elementary, secondary, or both, and notes indicate how each exercise may be adopted for use by students at different levels. Special suggestions also are given for adapting the activities for children in K-2 classrooms. A topical index allows teachers to select activities in which particular problems in the area of citizenship are addressed. (GC)

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Citizenship in NEW YORK CITY

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FOREWORD

Citizenship in New York City was designed to meet the need for revitalizing the teaching of civic responsibility and the moral and ethical principles that lead to good citizenship.

In this guide students are challenged to consider the results of their actions upon themselves and their communities. They are encouraged to analyze and evaluate the values which underlie their choices of action, to empathize with others through roleplay, and to analyze and practice the process of rational decision making.

Suggested activities which extend citizenship into active projects for the classroom, school, and community are also an integral part of the content.

This guide, however, does not include specific rules, regulations, and laws necessary for understanding citizenship within its complex legal framework. The thrust is, rather, to create in students a continuing concern for the consequences of their beliefs and actions upon themselves, their communities, and cumulatively on our whole society.

We hope that you will send us your comments and suggestions as you try out these experimental materials in your classrooms so that we can strengthen our efforts to help young people become the kinds of citizens who will improve the quality of life in New York City for themselves and future generations.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

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TABLE OF CONTENTS

Foreword iii
Acknowledgments iv
How to Use This bulletin vi
How the Bulletin Is Organized vii

Part 1. Understanding Yourself and Your Values

- Overview 1
- Titles of Activity Sheets 2
- Suggestions for Early Childhood Use 2
- Activity Sheets 1—1 through 1—26 3-60

Part 2. The Citizen and the Law

- Overview 61
- Titles of Activity Sheets 61
- Suggestions for Early Childhood Use 62
- Activities 2—1 through 2—30 63-126

Part 3. The Good Citizen

- Overview 127
- Titles of Activity Sheets 127
- Suggestions for Early Childhood Use 127
- Activities 2—1 through 2—30 129-170

Part 4. The Citizen and the Neighborhood Community

- Overview 171
- Titles of Activity Sheets 171
- Suggestions for Early Childhood Use 171
- Activities 2—1 through 2—30 173-198

Part 5. The Citizen and Municipal Services

- Overview 199
- Titles of Activity Sheets 199
- Suggestions for Early Childhood Use 200
- Activities 2—1 through 2—30 201-266

Part 6. The Citizen and Public Health and Safety

- Overview 267
- Titles of Activity Sheets 267
- Suggestions for Early Childhood Use 267
- Activities 2—1 through 2—30 269-294

Teaching Stragegies

- Values Clarification 295
- Applying Kohlberg's Theory of Moral Development 296
- Role Playing 297
- Evaluating Group Process 298
- Citizenship Projects 298

List of Agencies Providing Speakers 299
Bibliography 301
Index 304
Evaluation Survey 306

HOW TO USE THIS BULLETIN

All social institutions have important roles to play in fostering the attitudes and beliefs essential to the life of a democratic society. The school, because of its obligation to reach and teach the entire population, exerts a major force in the process of transferring basic social values from one generation to another. These basic values are:

- concern for the life, well-being, and dignity of others
- support for the existence of law in a democratic society
- respect for the rights and property of others
- concern for the consequences of one's individual actions
- government by consent of the governed
- participation in democratic civic government
- rational decision-making

In this process of teaching the values held by good citizens, all school personnel play a part — teachers in classrooms, supervisors in their daily rounds and in staff-training workshops, paraprofessionals in the halls; dietitians in the lunchrooms; counselors in group guidance assemblies, in staff training workshops — as they demonstrate and model good citizenship behavior in their own relationships, adult-to-adult, as well as adult-to-young person. Thus, even when educators say, "I don't teach values," or "I can't teach values," they do and can. All of us teach and demonstrate the values we most cherish by our actions or inactions, in what we say or fail to say, and through the implicit and explicit content of our written, verbal, and non-verbal communications.

This curriculum, *Citizenship in New York City,* is a model for the process of guiding students explicitly to explore the values underlying good citizenship. This process is both intellectual and emotional. Questions ask students to analyze and evaluate the consequences of their actions for themselves, other people and society as a whole.

Because the curriculum deals with forming attitudes and developing reasoning processes rather than factual content, it is essential that the teacher be prepared to receive a wide variety of students' thoughts and feelings in response to the activities. The teacher is responsible for creating a climate where empathy and trust can grow and in which respect for individual opinion and interest in the reasoning process itself are consistently demonstrated. The teacher frequently plays the role of group leader or facilitator for students to explore their own values emotionally and intellectually. At the same time, through speaking as an individual and structuring the group responses, the teacher broadens the perspectives of students, enabling them to see and feel another person's point of view.

Guidance counselors trained in group process can provide valuable assistance not only for teachers unfamiliar with small group techniques but for teachers who want to improve their skills in these areas.

HOW THE BULLETIN IS ORGANIZED

The bulletin is a compendium of activity sheets which may be duplicated and given to students. However, in most cases the teacher can use the same process or a variation of the process by having students answer orally, write answers on their own papers, or make similar graphs or tables on the chalkboard. The purpose of structuring the bulletin in activity sheets is to aid teachers who are unfamiliar with the various small-group processes and teaching strategies which are used in the activity sheets. For every exercise it is the concepts and the process which are important.

The bulletin is organized in six separate parts, each with its own theme. The underlying concept around which the exercises were organized is that the responsibilities of citizenship are exercised in ever-widening spheres: what one owes to oneself, to others, to one's neighborhood, to those who work for the city services and to all the people who form the larger community of New York City.

Part 1 — Understanding Yourself and Your Values

The first part of this bulletin focuses on building self-awareness. If students are to become interested in understanding values, exploring how values are implicit in decision-making, and in analyzing the consequences of individual and group actions, the situation must at first be personal. Before students can empathize with or consider others, they must begin the process of understanding and accepting themselves. The first part begins with exercises for understanding oneself; it then moves to empathizing with others, emulating those one admires, resolving conflicts, and making personal decisions.

Part 2 — The Citizen and the Law

The second part builds from the obvious need to resolve conflicts with others to the even more obvious need for rules and laws. It explores the concept of authority and presents problems which require students to make decisions about upholding the law. The final exercise in this part explores how rules and laws are related to society and can change to reflect society's changes.

Part 3 — The Good Citizen

The third part concerns the attitudes, actions, and political responsibilities which are part of good citizenship. Students arrive at their own definition of the good citizen and are guided by their own concepts in choosing the courses of action in the other activities.

Part 4 — The Citizen in the Neighborhood Community

The fourth part focuses on good citizenship in one's immediate community. The political, social, and ethical concepts of the previous themes are to be applied to specific situations, usually related to the neighborhood community. The final exercise asks students to role play a Community Planning Board meeting in which they are to decide the priorities for community improvement.

Part 5 — The Citizen and Municipal Services

The fifth part deals with the citizen's relationship to the work of the municipal services in New York City. The exercises explore how the work of these services affects people's daily lives, and how the actions of citizens can drastically influence the accomplishments of the sanitation, fire, transit, and police departments. Exercises are designed to have students try out the roles of various city workers and explore their viewpoints in different situations. The concept of how perceptions are influenced by personal experience is also implicit in exercises such as "How Do You Perceive the Police?"

Part 6 — The Citizen and Public Health and Safety

The concluding section treats the citizen's attitudes and responsibilities in the field of public health and safety. Exercises address personal health as a lead-in to public health issues such as immunization, driving-while-intoxicated, and concern for the quality of the physical environment.

Each of the six parts of the guide has an overview and a listing of the student activity sheets by number and title. On the back of each activity sheet are notes to the teacher, giving suggestions for structuring the exercises, alternative approaches, additional questions, development of the concepts, and ideas for motivation and activities which go beyond the classroom. Each activity sheet is labeled elementary, secondary, or both, and the notes indicate how each exercise may be adapted for use by students on a different level.

Suggestions for using and adapting activities for the early childhood curriculum are given in the overview preceding each section. In preparing the lessons for children in the K-2 classrooms, attention should be given to the use of a variety of materials, class procedures which maximize student participation, and community resources through trips, interviews and classroom visitations.

Flexibility on the part of the teacher of younger children will be the key to using this curriculum fruitfully.

Adjustments and adaptations will have to be made in many of the activities in order to meet the needs of the students. Such adjustments consist of reading the exercise aloud and discussing the material in whole group arrangements. There are cases where the substitution of vocabulary will have to be made and kept within the sophistication level of the group. And in some cases certain lessons will have to be presented to the class without the children using the activity sheets provided.

A special feature is the Topical Index. Teachers and supervisors may wish to address a particular problem in the area of citizenship: school vandalism, littering, false alarms, etc. The index lists activity sheets in which that topic is handled.

An Evaluation Survey form is included at the end of the manual. Please respond with your comments and criticisms. Your input will be invaluable in planning for future citizenship education.

PART 1. UNDERSTANDING YOURSELF AND YOUR VALUES

Good citizens are individuals who think and care about the consequences of their actions, for themselves, for others, for the community and the larger society. The learning which develops these attributes begins with understanding oneself and one's values.

The teacher guides pupils in exploring the values they prize, cherish and hold dear. At the same time the teacher insures that students are given the viewpoints which support good citizenship behavior. These will frequently be expressed by other students. However, the teacher is also an active participant who, while not preaching or moralizing, does speak out as an individual in support of the values of good citizenship to each person and to society.

As young people participate in the exercises, activities and discussion topics contained in this curriculum, they will begin to understand that all human beings make choices (of friends, careers, spouses, etc.) based on individual values which influence decision-making. Students can learn, too, as they progress with this curriculum, that examining available choices and options often requires that conflicts with one's value system be confronted, and that priorities be set before a decision can be made.

Students must learn that every choice they make, and every decision they come to, is based to some degree upon their values — those things that they believe to be important. As citizens, they must understand that each person's value system is different, and that as a person grows values can change. Even within an individual's value system, priorities must be established; choices are based not necessarily on the value of one thing, but because some things are valued more than others.

Additionally, citizens must realize that their choices have consequences that are both positive and negative. One must be prepared to benefit from the positive and accept the results of the negative. Therefore, decision-making is the result of the careful weighing of one's own values against the possible consequences of the decision. To become conscious of this process is the first step on the road to citizenship in a democracy.

Many good teachers, since time immemorial, have been comfortable with students' expressions of feelings and have handled these affective responses effectively and well. It should be stated, however, that even teachers who are good group leaders can become more effective; also, some teachers need to develop additional skills in the field of group dynamics or want to become more sensitive in order to recognize and handle those rare situations when a pupil exhibits symptoms of "distress." Orientation to and training for this section of the curriculum, therefore, may be enhanced if the active participation and support of a group-process-trained guidance counselor is sought.

Guidance counselors can provide a variety of services related to this curriculum — work shop training for staff members, demonstration in-classroom group sessions, "conferencing" regarding selected pupils who show "distress" to decide upon individual counseling or referral, providing recommended readings on values clarification. In this way, this affective curriculum can be most effective in promoting group interaction and helping pupils gain greater insights about themselves as they learn how to become more effective and responsible citizens in a pluralistic, democratic society.

The activities in Part I are grouped by similar objectives. The first few exercises deal with self-awareness and acceptance of feelings. These activities are for students to express what they already know and feel about themselves, focusing on what they like or what makes them proud. With younger students suggestions are made for continuing this focus throughout the year. A second group of activities deals with building empathy with others and emulating people one admires. The next set explores conflicts in interacting with others — from teasing in which one may not even be aware of a conflict to direct confrontation. These activities help students analyze conflict and model constructive behavior. The last group of exercises provides insights into what values are, where they come from, how they may be in conflict. The final exercise asks students to use what they have learned throughout Part I by analyzing factors which are important considerations in making personal decision. It is suggested that this be a recurring activity.

In each grouping there are exercises for elementary and secondary levels, but in many cases the ideas are readily adaptable for other levels. Recommendation for levels and how to adapt activities are noted on the back of the activity sheets.

Number	Title
1-1	Who Am I?
1-2	My Button
1-3	If I Were . . . ?
1-4	What Am I Proud Of?
1-5	How Do I Feel?
1-6	Me and Somebody Else (How Different Are We?)
1-7	Making Good Impressions
1-8	All the Helpless
1-9	People I Admire
1-10	Whoops!
1-11	Just Kidding
1-12	Who Teases Me and Why?
1-13	Who Gets Teased? Why?
1-14	You Can't Play!
1-15	What Do I Want? What Do I Need?
1-16	How Do I Feel When I Don't Get What I Want?
1-17	What Do I Want From Others?
1-18	What Do People Do When They Feel Upset?
1-19	My Wants, Your Wants
1-20	What Would I Do If . . . ?
1-21	What Do I Value?
1-22	What Do I Care About?
1-23	Who Taught Me?
1-24	How Do I Learn My Values?
1-25	What Decision Does Mary Have to Make?
1-26	My Personal Decision Score Card

Suggestions for Early Childhood Use: Part 1

Throughout this section the concepts to be focused upon are respecting oneself, understanding and empathizing with others, expressing feelings without acting out anger and understanding the need for cooperation. In many cases the activity sheets may be read aloud or explained one step at a time in guided discussion. The answers to concluding questions can be created together and written on the chalkboard. Activity sheets which lend themselves to this process are 1-1, 1-2, 1-5, 1-6, 1-10, 1-11, 1-16, 1-17, 1-18, 1-19, 1-20, 1-22, 1-23.

For example, in exercise 1-1, the teacher might ask at the beginning: HOW DO I FEEL *NOW?* This question should be repeated at the conclusion of the lesson. Exercise 1-4 would require a little alteration of vocabulary. Stress the world "special" and avoid the more complex "unique."

Also, when using this lesson in Grade 1 and in Kindergarten, omit all of question 2. The third question is very good for this grade level. Activity 1-3 would similarly profit from a revised question 1. For example,

1. If I were a car, I would be a:
   __Big car __Little car __Other

Activity 1-6, with its continuum, could be relabeled ranging from "Not Important" for No. 1, to "Most Important" for No. 5. For very young children, the exercise must be handled orally only. Adapting 1-7 will involve creating a specific situation, such as "Winning a game like musical chairs." Activity 1-11, though appropriate for Grade 2, should be omitted for Kindergarten and Grade 1. Activity 1-7 may be used for grade two with the teacher selecting several students to make thumb prints and showing the prints on an overhead projector.

Activity 1-6 can be adapted for K-2, but keep in mind that young children are influenced mainly by parents. The exercise could take the form of a general discussion with the teacher at the chalkboard.

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ACTIVITY SHEET 1—1

Directions: Fill in the "I" and then complete the following list.

Activity:

WHO AM I ?

I AM ______________________________

I FEEL GOOD WHEN ______________________________

I FEEL BAD WHEN ______________________________

I AM AFRAID TO ______________________________

I LIKE PEOPLE WHO ______________

I LIKE TO PLAY ______________

I DON'T LIKE ______________

I GET ANGRY WHEN ______________

I AM BEST AT ______________

I AM PROUD WHEN ______________

I AM NERVOUS WHEN ______________

I LIKE MY BEST FRIEND BECAUSE ______________________________

I FEEL EMBARRASSED WHEN ______________________________

I DO BEST IN SCHOOL WHEN ______________________________

I AM BORED WHEN ______________________________

Now, look at the "Big I" and fill in the list below.

WHAT I LIKE ABOUT MYSELF

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

ACTIVITY SHEET 1—1 ELEMENTARY

Student Objectives:

to recognize and accept a range of personal feelings

to focus on what one likes about oneself

Suggestions to Teacher:

The teacher's aim in this lesson is to guide youngsters toward examining all their feelings.

The more difficult step which follows - the acceptance of those feelings - can be encouraged by the emotional climate set by the teacher in the classroom. Warmth, sensitivity, acceptance, and respect for the individual expressions of the children will help them to learn to respect the feelings of others as well as their own.

It might be helpful for you to do the activity sheets along with the children, and to share information in the ensuing discussions.

(After they are used for the lessons in the ways indicated, the activity sheets should be returned to the students for safekeeping in the student's personal "Citizenship Folder.")

For teachers who want to continue supporting these objectives try a ME book as a continuing activity. Children can draw themselves and their experiences and you can help them write what they are proud of, what they like about themselves and anything else they want to express. If photography is a possibility, include this as part of the ME books.

ACTIVITY SHEET 1—2

MY BUTTON

Directions: Design a button that you can wear which tells people about you.

Activity: Put something in the circle that shows people who you are – your name, a photograph, a description of yourself.

Part 2A: Draw or write something that tells what makes you happy.

Part 2B: Draw or write something that tells what makes you sad.

Part 3: Draw or write about your favorite hobby or interest.

Part 4: Write or draw what the most important thing in your life is. (For example: being with your family or having a lot of friends.)

Part 5: Draw or write about what you want to be.

Discussion Prompters:

1. What's the most important thing you learned about yourself from making your button?

   I discovered that I ____________________________________

   ____

   I was surprised that I ____________________________________

   ____

2. To whom would you show your button? ____________________________________

   ____

3. If everyone wore such a button, would it help people to understand each other? Explain.

   ____

4. Would you want everyone you meet to know all these things about you? If not, how would you choose the people you would want to see your button?

   ____

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Student Objectives:

to increase self-awareness
to examine one's attitudes about revealing oneself

Suggestions to Teacher:

You may find it helpful to use the technique of grouping the class in pairs. Give the pairs about five minutes to find out about each other, and then let one member of each pair tell what is admirable about the other, and vice versa.

You may wish to follow up with the question "What's the most important thing you learned about yourself from doing 'My Button'?"

Grouping children in pairs, threes, or fours is suggested for activities which involve expression of personal feelings. Ground rules will have been established by the foresighted teacher to insure that no one is subjected to personal damage. Furthermore, he or she will be actively present and participating in the group activities.

The added effort of setting and observing limits is more than offset by the goal of increasing students' capacities and opportunities to interact and empathize with others.

The latter part of the exercise is meant to initiate a discussion on the selection of people to whom we reveal ourselves. The idea of being able to trust the person to whom we reveal important feelings is one direction the discussion could take. What is trust? How can we identify those persons we can trust?

Another direction the discussion can take would be the need for recognition by others; the kinds of buttons, badges and other symbols people wear or carry to let others know who they are. Students could explore their own feelings as to what symbols of identity they use and why.

**The project of making a button that expresses one's values is usable for all levels.*

ACTIVITY SHEET 1—3

Directions: Read the questions and check the boxes. Discuss with your partner why you made your choices.

IF I WERE...

Activity:

1. If I were a car, I would be a:
   ☐ Cadillac ☐ Volkswagen ☐ Jeep ☐ Dodge van ☐ other ______

2. If I were a place, I would be:
   ☐ a beach ☐ in the city ☐ in the mountains ☐ in the suburbs
   ☐ other ______

3. If I were a State, I would be:
   ☐ New York ☐ Hawaii ☐ Alaska ☐ South Carolina
   ☐ other ______

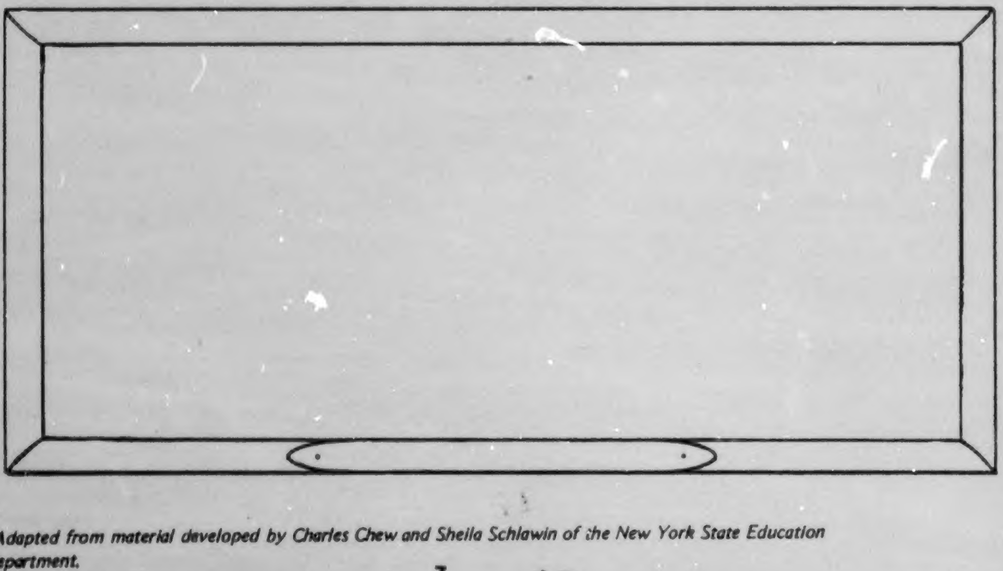
4. If somebody used me to write with, I would be a:
   ☐ Bic pen ☐ electric typewriter ☐ feather quill pen ☐ pencil
   ☐ other ______

5. If I were a kind of weather I would be:
   ☐ hot and sunny ☐ windy ☐ rainy ☐ snowy

6. If I were an animal, I would be:
   ☐ ______ ☐ ______ ☐ ______ ☐ ______

Optional Activities

1. Have your partner write what kind of person he or she thinks you are, based on your choices. Then discuss with your partner how his or her ideas about you agree with your own.
2. Think of other questions such as the kind of cloth, plant, bird, game, flower, scent, color, music you would be. Add these choices.
3. Make a picture of yourself from your choices.



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**Adapted from material developed by Charles Chew and Sheila Schlawin of the New York State Education Department.*

ACTIVITY SHEET 1—3 ELEMENTARY/SECONDARY*

Student Objectives:

To express one's self-image through choice of objects

Suggestions to Teacher:

After the discussions with partners, some students may care to share answers with the class. This is an opportunity for the teacher to develop what the student is trying to say about him/herself by interpreting the responses.

There are no right or wrong answers, but each identification, when clarified, should help students to greater self-awareness.

As an interdisciplinary or language arts exercise, students can use the technique to make graphic symbol pictures of themselves, famous personalities, or literary characters.

When using this technique, you can begin by having the whole class list symbols for a TV character suggested by the class. Then branch out to make individual symbol pictures, using painting, drawing, cut-out words, or any combination of collage.

Students can learn that symbols express character and are then better equipped to understand symbolic aspects of literary characterization.

**The same project of a symbol picture is appropriate for all levels.*

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ACTIVITY SHEET 1—4

WHAT AM I PROUD OF ?

Directions: Complete the following exercises.

Activity: 1. I am special and unique because ______________________________

____

____

____

2. List what you are proud of.

I am very proud of:

(something I can do) ______________________________

(something I have done for myself) ______________________________

(something I have done for someone else) ______________________________

(something I own) ______________________________

(something I made) ______________________________

(something I received) ______________________________

(something I achieved) ______________________________

Which one makes you most proud? ______________________________

3. Draw a proud person.

A PROUD PERSON

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

Student Objectives:

to examine what makes one proud

Suggestions to Teacher:

Discussion can help students become aware that being able to do something, to achieve something, to help someone else, can be sources of pride and can lead to good feelings about oneself.

Discussion may take the form of small-group exchanges. Some of the feelings and ideas resulting from the small groups generally should be shared with other groups and/or the whole class. This can be done through arriving at a class conclusion, a summary of group conclusions, or voluntary reading of answers.

For teachers who are developing ME books, have the students draw or write several of the items on their lists for their books. Children can share with each other what they've done for someone else, what they've made, something they have learned to do on a continuing basis.

**The same activity can be done by secondary students, listing what makes them proud, and categorizing the items as something one can do, something one has done to help someone else, something one owns, something one makes, something one receives, something one achieves or other appropriate categories. Students can then be asked to rank order the categories and explain why they think that category is important in creating feelings of pride and self-worth.*

ACTIVITY SHEET 1—5

How do I Feel ?

Directions: Read each sentence carefully and fill in the blank space.

Activity:

1. If I'm wearing brand new sneakers, I feel ______________________________
2. If I get a high mark on a hard test, I feel ______________________________
3. If someone steals my ball, I feel ______________________________
4. If I am alone at night and I hear a noise, I feel ______________________________
5. If someone does a nice thing for me, I feel ______________________________
6. If I have a toothache, I feel ______________________________
7. If someone calls me a bad name, I feel ______________________________
8. If I have to say something in front of the class, I feel ______________________________
9. If the person I want to be with plays with someone else, I feel ______________________________
10. If I do not understand what someone is saying, I feel ______________________________
11. If I open a present, I feel ______________________________

In discussion, compare your feelings with someone else's feelings. How many times are feelings alike?

My Feelings	Your Feelings	Alike	Different

cut here to make master

(continued)

ACTIVITY SHEET 1–5

HOW DO WE FEEL ?

Additional Activities:

1. With your teacher make graphs of how many people in the class had the same feelings in certain situations.

   Example:

Getting a High Mark on a Test

Number of people who felt . . .	0	5	10	15	20	25	30	35
happy								
proud of myself								
frightened								
angry								
sad								
shy								
embarrassed								
nervous								
worried								
as if I've done something wrong								

2. In a small-group discussion, list things which would make some children feel:

   sad ______________________________

   angry ______________________________

   nervous ______________________________

   proud ______________________________

   happy ______________________________

   important ______________________________

   confused ______________________________

3. Share the situations with another group. Find out if the children in the other group would have some of the same feelings.

4. When the same things happen to people, their feelings are: ☐ very much alike ☐ somewhat alike ☐ different ☐ very different

   Discuss the reasons for your choice.

5. Ask your teacher to share some things that make him or her feel angry, happy, proud.

cut here to make master

Student Objectives:

to describe how one feels in a variety of situations

to discover how many people in the class would have similar feelings in a particular situation

to understand that most people would have similar feelings in similar situations (where the situations are fairly basic and clearcut).

Suggestions to Teacher:

The first page of the activity could be done orally with young children, finding out how most students in the group would feel in each situation. You could record responses on the chalkboard. The class can then infer that people's feelings are very much alike.

For the middle grades, have individual students assigned to one or more of the situations. As a student reads a situation and the listed reactions, the assigned student will count the responses in the class and shade in the appropriate squares to make a horizontal bar graph. Selected situations could be posted in chart form with the bar graphs for each one.

The second question is the reverse operation. Students think of situations which would evoke common feelings. Finally, sharing your feelings in basic situations will help create a climate for acceptance of feelings, and the realization that adults too have similar feelings.

**For secondary students have small groups develop their own lists of experiences which create such basic emotions as anger, sadness, joy, frustration, fear. Then have each group compare their list with another group. Share the common experiences with the whole class and draw conclusions about the similarity of people's feelings.*

ACTIVITY SHEET 1—6

ME AND SOMEBODY ELSE
(HOW DIFFERENT ARE WE?)

Directions: Sit facing another person. Tell this person about yourself — things you like, things you don't like, how you feel about yourself — anything you want to say. (Your teacher will time you for one minute.) Then listen while the other person tells you about himself or herself for one minute.

Activity: 1. Take one minute to write down things about your partner that are similar to yourself. Take another minute to write down things that are different.

SIMILARITIES **(How We Are Alike)**	**DIFFERENCES** **(How We Are Different)**

Share your lists with another pair of students. As a class write down some of the similarities and differences that were common to several people.

2. Consider how these similarities and differences apply to *all* people. Make lists below of some ways all people are alike and some ways they are different. The first one is done for you.

WAYS PEOPLE ARE DIFFERENT	**WAYS PEOPLE ARE ALIKE**
wear different clothes	like to look good

3. What can you conclude about the ways people are alike and the ways people are different?

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to identify basic similarities among all people

Suggestions to Teacher:

This activity is extremely open-ended. The partner exercise may show as many differences as similarities. The process of listening to another person and comparing and contrasting him or her to oneself is valuable whether or not it leads to the conclusion that the two persons are more alike than different.

However, the anticipated conclusions from the large-group exercise are that people are different in physical appearance, and that they are alike in basic physical and psychological needs.

If students are not filling out their lists in a way which will make this conclusion evident, the teacher should ask questions which will start students thinking of needs common to everyone.

**This is also usable for upper elementary grades with oral instructions.*

ACTIVITY SHEET 1—7

Making Good Impressions

Directions:

Work in groups of four students as designated by your teacher. Write the initials of each group member over each of the columns on the chart below. One column per student. Ink your thumb on a black stamp pad and make an impression in the top box on your column on each worksheet in your group. Carefully clean your thumb with a moistened paper towel.

Activity:

With a sharp pencil make a detailed drawing of each thumb print in the boxes below each impression. Copy loops and lines accurately.

Answer the following questions:

1. Are any of the impressions identical to those of another student's?

2. How are these four prints generally similar?

3. How are these impressions different from each other?

4. What other physical features are similar among the four students? (Eye color, hair color, height, weight, etc.)

5. In what ways is each student unique?

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to become more aware of individual similarities and differences among students

to appreciate the uniqueness of the self

Suggestions to Teacher:

Like snowflakes, no two fingerprints are exactly alike. Similarly, no two individuals are exactly alike in appearance, values, skills, or experience. The uniqueness of the individual should be looked upon as an asset and students should be encouraged to identify those characteristics of self which make one responsible and a good citizen.

Perhaps students will be able to do research on identical twins. Are identical twins "identical" in all ways? How does this effect the growth and development of each twin? Would students in the class want to have an identical twin? Why? Are there students in the school or in the class who have identical twins? What insights can they share with you regarding the value of personal uniqueness?

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ACTIVITY SHEET 1—8

ALL THE HELPLESS

Directions:

With your teacher read the following poem. Use the questions for discussion.

THE MEADOW MOUSE

I

In a shoe box stuffed in an old nylon stocking
Sleeps the baby mouse I found in the meadow,
Where he trembled and shook beneath a stick
Till I caught him up by the tail and brought him in,
Cradled in my hand,
A little quaker, the whole body of him trembling,
His absurd whiskers sticking out like a cartoon-mouse,
His feet like small leaves,
Little lizard-feet,
Whitish and spread wide when he tried to struggle away,
Wriggling like a miniscule puppy.

Now he's eaten his three kinds of cheese and drunk from his bottle-cap watering-trough—
So much he just lies in one corner,
His tail curled under him, his belly big
As his head; his bat-like ears
Twitching, tilting toward the least sound.

Do I imagine he no longer trembles
When I come close to him?
He seems no longer to tremble.

II

But this morning the shoe-box house on the back porch is empty.
Where has he gone, my meadow mouse,
My thumb of a child that nuzzled in my palm?—
To run under the hawk's wing,

Under the eye of the great owl watching from the elm-tree,
To live by courtesy of the shrike, the snake, the tom-cat.

I think of the nestling fallen into the deep grass,
The turtle gasping in the dusty rubble of the highway,
The paralytic stunned in the tub, and the water rising,—
All things innocent, hapless, forsaken.

Discussion Prompters:

Why do you think the author brought the mouse home?

How does he take care of the baby mouse?

Were you surprised when the baby mouse ran away? Why?

How does the poet feel about the mouse's leaving? Why?

What are your own feelings about living things that need help?

Are your feelings the same about anything helpless?

"The Meadow Mouse" by Theodore Roethke from the book *Collected Poems*, copyright 1963 by Beatrice Roethke, Administratrix of the Estate of Theodore Roethke; reprinted by permission of Doubleday & Co.

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Activity:

Your teacher will divide you into groups for discussion. The list of animals below may be used by Group One and Group Two.

mouse
cat
bull
human being
bird
wolf
gorilla
frog
lion
dog
bear
chicken

GROUP ONE

Choose five animals from the above list and write your reactions to the animals as babies and the same animals as adults.

How I feel about a baby **mouse:** ______________________________

____

How I feel about an adult **mouse:** ______________________________

____

Were the feelings of the group different for the babies and the adults? Explain. ______________________________

____

GROUP TWO

Choose five different animals from the above list and summarize in writing how the feelings of the people in the group have changed towards the animals as the people have grown older.

GROUP THREE

Choose which statement you feel is closer to the truth. Explain your answers.

> *If you love animals you will be better at loving and caring for people also.*
>
> *If you love animals very much, you probably are not good at loving and caring for people.*

If your group cannot agree, present two incidents or illustrations which show how each statement could be true.

GROUP FOUR

Give as many examples as you can to illustrate how disabled or hendicapped people try to lead lives in the "normal" world despite the difficulties that may face them.

Additional Activity:

Write a description of your own feelings when you have helped a handicapped person, an elderly person or someone needing help.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

ACTIVITY SHEET 1—8 ELEMENTARY/SECONDARY*

Student Objectives:

to empathize with those who are disabled, helpless or elderly

to explore our attitudes toward the helpless or unfortunate

Suggestions to Teacher:

Newspapers and other media frequently carry stories of human compassion toward animals. A file of news clippings illustrating this theme could be developed by the students. A cynical position, however, is assumed by some people who feel that we care more about animals than we do about other people.

The elderly and disabled endure negative forces which range from neglect to outright harassment. These sad stories can also be collected from news sources.

Why are these unfortunate people treated so badly? And what drives many of them to lead "normal" lives despite these adversities? This exercise gives us an opportunity to explore our changing feelings and attitudes toward these people.

The discussion prompters may be answered in class or in small groups to be sure students understand the poem. The other questions have been structured for individual groups, since they cover a broad range of topics.

At the end of the group discussions have each group present their ideas to the class for a brief discussion. Before Group Four presents, you will want to go back to the poem and tie in the desire of all living creatures for freedom and growth. Just as the mouse is willing to brave the dangers of the outside world, so people with special needs struggle to maintain their dignity and sense of self-worth.

When the writing assignments are handed in, be sure those that show a positive change in attitude gain from helping someone are shared with the class.

cut here to make master

ACTIVITY SHEET 1–9

PEOPLE I ADMIRE

Directions: Think of the qualities you find most appealing in a person. Then complete the exercises below.

Activity: 1. Describe somebody that you admire. ________________________________

____

____

2. List four qualities that you admire in that person.

☐ ____

☐ ____

☐ ____

☐ ____

Of the qualities you admire, check (✓) the ones you think *you* have shown frequently. Make a star (✱) near the ones you would like to develop.

Explain situations in which you have shown these qualities. Why would you like to develop these qualities? Do you think it will be difficult to develop these qualities? Why? Why not?

Optional Activities

1. In a small group, ask other students to think of situations in which the qualities you admire could be used. Roleplay the situation as if you are the person you admire, or write what that person would do in the situation. For example, if you admire bravery, you could roleplay how the person you admire would behave when: dealing with a bully; seeing someone in physical danger; being pressured to do something he/she did not want to do.

____

____

____

____

2. Have the group discuss with you how you showed the quality you admire and what else you might have done.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

— cut here to make master —

ACTIVITY SHEET 1—9 ELEMENTARY/SECONDARY*

Student Objectives:

to identify qualities one admires in someone else

to roleplay a situation in which one uses these admired qualities

Suggestions to Teacher:

The first part of the exercise helps children think about what they admire. The second part allows them a chance to "try out" the qualities in a structured situation, through roleplaying or writing.

You may also want students to discuss their choices using questions such as:

> *Why do you admire these qualities?*
>
> *Which qualities are most important?*

In small groups students can ask each other to recount a situation in which they have shown a quality they admire. They can also discuss why they would like to develop certain qualities and what they could do to develop them.

If students suggest, or want to demonstrate, qualities they admire which may not support socially positive behavior — such as being defiant of authority, tough, or aggressive — it is probably best to take the approach of joining the small group and asking why the student admires that behavior.

Concentrate on asking the group how they react to persons who behave that way in real-life situations, or what they think the person who behaves that way is feeling.

Possibly a roleplay using a respected authority figure such as a basketball team captain and a defiant student would be helpful.

You might also suggest that the person roleplay a different behavior, to see how it feels; or switch roles with the person who had roleplayed the "victim" and talk out the feelings generated by that position.

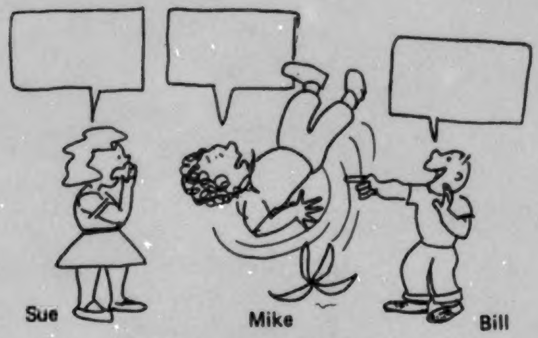
**For secondary students have small groups discuss a situation and write a scene which shows the character trait they admire. Have the scene read and/or performed for the class to determine what character trait was illustrated, and whether they too, admire that quality.*

ACTIVITY SHEET 1—10

WHOOPS!

Directions: Look at the picture and write in the balloons what you think the characters are saying. Then complete the following exercises.

Activity:



1. If this happened which character would you be? ____________________

2. Do you think Bill would say the same things to someone else if the same thing happened to that other person? Suppose the accident happened to his own mother? his best friend? a girl he likes a lot? Explain.

____

____

3. Pretend you are Bill. Check what he might be feeling or write his feelings in your own words.

☐ Making fun of Mike makes me feel I'm better than he is.

☐ Making fun of Mike will get other people to think I'm better than he is.

☐ I feel angry, and making fun of Mike lets my anger out.

☐ I know what Mike is feeling. That could be me. I'll make fun of Mike so no one will think that could happen to me.

☐ Mike is so clumsy. I want to hurt his feelings.

☐ I'll laugh at Mike; that way I won't feel what he's feeling.

☐ ____

4. Pretend you are Mike. Check what he might be feeling or write his feelings in your own words.

☐ I feel stupid for slipping on the banana.

☐ I hate Bill for laughing at me.

☐ I wish it were Bill who slipped so he would know what it is like to be caught in an embarassing situation.

☐ I want to hurt Bill any way I can.

☐ I know Bill doesn't mean to hurt me by laughing.

5. Why do you think people laugh at or make fun of others?

6. What should Mike do in this situation? ______________________________

____

____

Additional Activity:

Here are five ways you might react to an accident. Each way is numbered.

1. **Laugh and make fun of the victim.**
2. **Shake your head, say "tsk-tsk" and walk on.**
3. **Look at him/her with sympathy and go on.**
4. **Stop and see if the victim needs help.**
5. **Help the victim and ask other people to help too.**

Now look at the situations below and enter, in each box, the number which corresponds to the way you would react.

a. Your friend tries a jackknife dive and ends up belly-flopping. He's not hurt. ☐

b. Mike puts his last quarter in the soda machine before he sees the "out of order" sign. ☐

c. A little old lady has a dizzy spell and trips on the curb, cutting her head. ☐

d. A cat is stuck in a tree. ☐

e. A delivery man on your block is terrified by a stray, angry dog. ☐

f. A three-year old falls out of a window. ☐

Discussion Prompters:

1. Did anyone ever laugh at you when you were in an embarrassing situations? Explain.
2. How did the laughing make you feel? How did you feel about the person or people laughing?
3. Have you ever laughed at someone who was in anembarrassing situations? Is there anything wrong with laughing at people who find themselves in embarrassing situation? Explain.
4. Can we learn anything about people who make fun of people who find themselves in embarrassing situations? Explain. Role play some situations.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to understand some of the reasons why people laugh at others

to project how one would react to a person needing help in various situations

Suggestions to Teacher:

This exercise may also be used to launch the consideration of self-esteem. Children often ridicule others as a means of bolstering their own self-esteem and/or demonstrating their own superiority.

However, it should be developed that the value which produces this behavior does not contribute to genuine self-growth. Contrast this with other methods of establishing real self-esteem.

**For secondary students describe a situation in which someone laughs at another person's problem, and have students list reasons for laughing. You may want to suggest some of the reasons implied in the list under number three.*

ACTIVITY SHEET 1—11

Just Kidding

Directions: Answer the following questions.

Activity: Would you want to be teased about these things? Check "yes" or "no" for each.

	YES, it's okay to tease me	NO, I don't want to be teased
my clothes		
my hair		
my height		
my weight		
wearing glasses		
liking school		
my parents		

How many YES answers did you have?

How many NO answers did you have?

How would you feel if someone teased you about something you didn't want to be teased about? Check one answer.

____________I'd feel *very* angry or *very* hurt

____________I'd feel *a little* angry or *a little* hurt

____________It wouldn't bother me *at all.*

With directions from your teacher, you may want to role play one of the following situations.

Person A comes to school wearing brand-new sneakers. Person B starts teasing him/her because they're not Adidas, or Pro Keds, or any other well-known brand.

Person A wears glasses and whenever he/she goes to gym has to wear special goggles over them to make sure they aren't broken. Person B and C tease him/her about looking silly.

Person A is the tallest person in the class; much taller than anyone else. Person B teases him/her about being so tall.

Are people who are teased harmed in any way? If so, why?

What have we learned today about teasing and being teased?

____

____

____

____

cut here to make master

Student Objectives:

to identify what one does or doesn't want to be teased about

to understand that there are few, if any, things people like to be teased about

to empathize with the feelings of the person being teased

Suggestions to Teacher:

Ask the students to show, by raising their hands, how many had five or more yes *answers and how many had five or more* no *answers. Write the tallies on the chalkboard, and ask the class what the count showed about teasing.*

For the roleplays, divide the class in small groups – one for each situation. For younger children, give the situations orally. In setting up the ground rules for these roleplays, be sure to explain that the roleplay stops immediately when you call time. *(Allow only about 30 seconds, since the roleplay could arouse hostility.) Then each pair of players reverses roles.*

Have the players express how they felt when they were being teased and how they felt when they were doing the teasing.

As a conclusion, have each small group report to the class two conclusions about teasing.

Conclude the lesson with a summary of the most commonly expressed idea. This can be written as the answer to the last question on the activity sheet.

ACTIVITY SHEET 1—12

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WHO TEASES ME and WHY?

Directions: Read or roleplay the situation below. Then answer the questions.

Olivia and Cassie are close friends. They have a lot of fun together and spend a lot of time talking to each other.

They are both good students. The only subject Olivia has trouble with is math. Cassie has started teasing Olivia about her test scores in math. When they are in a group of other friends, she jokes about how Olivia can't add.

1. How does Olivia feel?
2. Why do you think Cassie might be teasing Olivia? Can we learn anything about Cassie's personality from the way she teases Olivia? Explain.
3. Do you think there is a problem in the friendship?
4. Do you think that there can be a good friendship if there is a pattern of one person teasing the other? Why? Why not?

Activity:

Make a list of the people who tease you, using letters instead of filling in the names, if you wish.

Then write how you usually feel when that person tease you.

There is a list at the bottom of the page which shows some of the ways people might feel about being teased.

	People Who Tease Me	How I Feel About It
(Person A)	______________________	______________________
(Person B)	______________________	______________________
(Person C)	______________________	______________________
(Person D)	______________________	______________________

1. It makes me laugh. ☐
2. It's just playing or kidding around. ☐
3. I don't mind if I like the person. ☐
4. It's a game. ☐
5. I don't mind if I know the person likes me. ☐
6. I blow up. ☐
7. Mostly it bothers me, but I don't know how to stop it. ☐
8. It's okay if they don't do it too much. ☐
9. It makes me feel embarrassed. ☐
10. I want to get back at the person. ☐

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

ACTIVITY SHEET 1—12 SECONDARY/ELEMENTARY*

Student Objectives:

to recognize that when two people are friends and one person has a pattern of teasing, the friend who gets teased feels hurt or angry, even if he or she hides these feelings

Suggestions to Teacher:

The roleplay is intended to let students see that the person being teased feels bad about it. You may want to instruct the actor who plays Cassie that her objectives in the roleplay are to make Olivia feel uncomfortable and to gain the support of the group in teasing Olivia. Call time in the roleplay as soon as the objective is clear.

Discussion afterward should focus first on Olivia's underlying feelings. No matter what behavior Olivia chooses as a response, she is probably hurt or angry.

When the point is clarified, the discussion should focus on Cassie's reasons for the behavior. If the Cassie character successfully played the objective, the class will pick up that she wanted to hurt Olivia. The discussion should then focus on why. Possibilities are jealousy about mutual friends liking Olivia; envy of other qualities or skills that Olivia has; wanting to establish power over Olivia. Students will have to infer motives from their own experiences. If such ideas aren't evident at once, you might relate a personal experience or refer to a literary selection the class has read.

One of the concepts that should be clear at the end of the discussion is that where there is a consistent pattern of one person doing the teasing, it indicates inequality in the relationship.

**If the reading is too difficult, the exercise may be done with you reading or talking it through.*

WHO GETS TEASED? WHY?

Directions: Roleplay a situation in which the person being teased is:

a. the best athlete in the class
b. a close friend of the person making jokes
c. a new student in the class
d. a student who gets top grades
e. a student who always teases other people

Activity: For each of the above characters whom you saw in a roleplay, write a description of his or her response. Then think about the differences in reactions. In the last column put a reason for that response.

Character	Response	Why that response?
a.		
b.		
c.		
d.		
e.		

Discussion Prompters:

1. What differences are there in being teased by someone close to you, and being teased by someone you don't know well?

2. What differences, if any, are there in the way girls react to being teased by boys, and the way boys react to being teased by girls?

3. How do children usually react to being teased by adults? Why?

4. How do adults usually react to being teased by children? Why?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

ACTIVITY SHEET 1—13 SECONDARY

Student Objectives:

to recognize that the relationship between the person doing the teasing and the person being teased affects what happens in the interaction

to explore general social patterns of teasing which may indicate inequality of power

Suggestions to Teacher:

Depending on how the roleplays proceed, you may be able to include how one's attitude toward oneself affects the interaction in teasing.

But the main thread of the lesson is to make students aware that even in good-natured teasing, there is often an underlying motive in which the teaser wants to exert power or act aggressively toward the person being teased.

When there's a consistent pattern, it may indicate a "pecking order." Very often the person being teased may have mixed feelings — liking the attention expressed and wanting to interact with the person who is teasing but also feeling hurt, angry, or inferior.

Older students may want to discuss general patterns in teasing. Do males tease females more often or in different styles? When is the female response to laugh and be pleased at the attention, and when is it to express disapproval? Why? Is the pattern changing?

What is being expressed when parents tease children? Does teasing have a role in maintaining power over the children? Is teasing a factor in the relationship between teacher and students? What does it represent?

A pivotal question for a follow-up discussion or a composition might be: Is teasing a good safety valve for aggressive feelings, or does it increase aggressive feelings among people?

ACTIVITY SHEET 1—14

YOU CAN'T PLAY!

Directions: Read the following story and answer the questions.

Activity: *It's a beautiful day and you are feeling wonderful. You are wearing your new sneakers and you are ready to play with your friends. When you get to the playground, your friends are choosing up sides for a game. You are anxious to get into the game but you are not chosen.*

Think up the ending you would make for this situation, and answer the following questions. Choose one answer.

1. In the story, I would feel:

☐ angry
☐ hurt
☐ angry and hurt
☐ more angry than hurt
☐ more hurt than angry
☐ some other way

2. In the story, I would probably

☐ say nothing
☐ tell them how I felt
☐ stop playing with them
☐ break up the game
☐ ask them why they left me out
☐ stay and watch the game
☐ do something else

3. Can you think of some time when something like this really happened to you? Write or draw a picture about that experience. How did you feel? Why?

4. Can you think of any situation when you kept someone out of a game or activity in which they wanted to be involved? How did you feel? What would have happened if you had invited the person to join?

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to become aware of one's probable response to being excluded

to recognize that there are alternative ways of responding when one is hurt

to explore the probable consequences of different ways of behaving

Suggestions to Teacher:

Once the students have thought about how they probably would feel, the lesson should direct their attention to how their feelings could be expressed.

Ask what the effects of each behavior would be on the excluded person and on the other people. If you say nothing, how do you feel? Do you get rid of your hurt or anger? Do the other people know how you feel?

If you think a point-by-point discussion may be too long, divide the class into groups and have each group answer questions on one or two behaviors. A spokesperson for each group then presents what that group thinks would be the best way to respond.

In every exercise, the role of the teacher is to help students consider a calm, direct statement of how one feels as the appropriate response. The goal is always to help students accept the way they feel, but not let those feelings be expressed in violent behavior.

The students should also recognize that those who do not express their feelings are hurting themselves and not helping other people to recognize when they have hurt someone.

As a follow-up activity, you may want to have students role play a student expressing feelings to the group, and the group discussing their feelings afterward.

**For secondary students simply ask groups of students to list situations in which someone is excluded. Have the groups role play the situations having students analyze whether the behavior of the person excluded is constructive or non-constructive. Have the groups try a roleplay where feelings are expressed with a simple, nonattacking statement of how the person feels about the situation.*

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ACTIVITY SHEET 1—15

WhaT do I want ?
WhaT do I need ?

Directions: Fill in the blanks under each heading.

Activity: 1. What I need in order to survive:

____

____

____

____

2. What I want in order to be comfortable:

____

____

____

____

3. What I want in order to feel good about myself:

____

____

____

____

4. What I think would make me as happy as possible:

____

____

____

____

Compare lists with another student. Which list is most like your partner's?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

Student Objectives:

to distinguish between needs on a survival level and physical and psychological wants

to recognize the similarities in the survival and basic needs of all people

to recognize that the fulfilling of one's psychological needs usually involves other people

Suggestions to Teacher:

You might ask whether anything besides food, clothing, and shelter is needed in order to survive.

Then have students discuss and appreciate ways in which individual needs highlight the similarities and differences between people.

Depending on the situation, some teachers may be able to go on and develop the concept that people may experience different intensities of needs; and that one person's want may be another person's necessity.

A further concept is that when one's needs are satisfied wants emerge, and if these are met, new wants develop. Wants are part of the process of growth.

This exercise is also a direct lead into the next activity on dealing with not getting what one wants.

HOW DO I FEEL WHEN I DON'T GET WHAT I WANT?

Directions: Write, tell, or just think about the things you want, but don't have. Write how you feel about not having each of these things.

Activity:

1. Here is something I want, but I can't have it because it costs too much.

   ____

   How do I feel about not having it? ______________________________

   ____

2. Something I tried to do, but couldn't.

   ____

   How I feel about not being able to do it. ______________________________

   ____

3. Something I want to do or be that I'm afraid to try for.

   ____

   How I feel about not trying for it. ______________________________

   ____

4. Something I want to do but no one I know has ever tried it.

   ____

   How do I feel about being different? ______________________________

   ____

5. Something I want other people to do but they won't.

   ____

   How do I feel about those people's unwillingness. ______________________________

   ____

6. Something I want but it seems too hard to get.

   ____

   How I feel about not getting it. ______________________________

   ____

7. Discuss with a neighbor which situation makes you feel the worst. As a class, find out if everyone could think of something for each item. Is there general agreement on which kinds of things make people feel the worst? What were some of the differences in responses? In what way are feelings affected by how strongly one wants something?

Optional Activity:

Substitute real-life situations in which you have taken an unconstructive action. Roleplay or discuss what you were feeling at the time. Roleplay the situation saying what you are feeling and taking a constructive action.

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to identify things that are wanted but have not been attained

to recognize and express feelings of disappointment experienced when one does not get what one wants

to explore whether different reasons for not getting what one wants result in different feelings about not getting it

Suggestions to Teacher:

This exercise leads to a discussion of how best to handle frustration and failure. Young people will be hindered in the development of self-esteem if they do not realize that they can recover from failures and overcome obstacles through constructive action. They should also be alerted to repetition of failures and the possibility of self-defeating behavioral patterns.

You may want to start the discussion by comparing feelings involved in not getting what one wants because it costs too much, and in not doing something because one is afraid to try for it. Which makes one feel worse?

Depending on what happens in the discussion, the teacher may be able to elicit that one feels bad if one blames oneself. There are situations in which one cannot get what one wants because the circumstances cannot be changed by any self-effort. When this is recognized, it is easier to accept the disappointment.

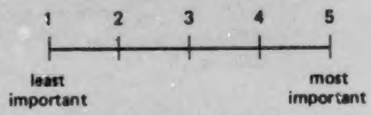
When not attaining something may be due, at least in part, to not trying for it, the feelings of disappointment often involve blaming oneself. Such feelings complicate one's disappointment and frustration.

Whether or not students understand this concept, you can still imply the idea at various points in the discussion by asking what each person might do in a particular situation to try for his or her goal in a different way.

ACTIVITY SHEET 1—17

WhaT do I want from others ?

Directions: In the boxes next to each item, write a number from 1 to 5 indicating how important it is that people relate to you that way.



Activity:

I want other people to:

☐ respect me
☐ love me
☐ want to be like me
☐ pay attention to me
☐ treat me fairly
☐ give me things
☐ want to go out with me
☐ listen to what I say
☐ do what I tell them
☐ be afraid of me
☐ protect me
☐ tease me
☐ joke with me
☐ want to be my friends
☐ ask me to help them
☐ give me help

Add on to the list any other reactions you want from other people.

☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________

1. Choose one or more of the "most important" responses (4 or 5) and tell or write about a situation in which someone behaved the way you would like. For example, what was it that person admired in you? Why did the person tease you? Explain how your behavior affected the other person.

____

____

____

2. With a partner, role play something which shows how you want to be treated by others. In a small group, discuss what happened in each roleplay.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

ACTIVITY SHEET 1—17 SECONDARY/ELEMENTARY*

Student Objectives:

to clarify which responses one wants most from others

to recognize that one's own behavior affects the way others respond

Suggestions to Teacher:

This exercise is meant to help students identify how they want others to respond to them. Once they decide what reactions are most valued, they can begin to examine their own behavior, attempting to see whether their actions are helping them reach their goals.

Many students may be unused to even trying to see their own behavior in the light. Several strategies are incorporated in this exercise, recalling and writing or telling about a positive situation, roleplaying and evaluating the roleplays of others.

During the roleplays it is a good idea to note how a particular behavior evokes a particular response; stop the roleplay at that point, ask for an analysis, then have another person try a different action, asking students to note whether or not the reaction changes. Also ask the same student to try a different action, one which will evoke a different response. It is to be hoped that students will understand the concept that how they are treated is always based on interaction — that by changing their own behavior they can change the way others react to them.

**For lower grades develop a list with the class, writing words on the chalkboard. Concentrate on selecting positive responses — love, help, respect — and have the children role play a situation which shows someone giving the positive response to another person. Be sure that groups have situations to role play by getting suggestions from the class before breaking into groups.*

WHAT DO PEOPLE DO WHEN THEY FEEL UPSET?

Directions: Pick one of the situations below and roleplay and/or discuss the person's feelings.

Activity:

1. *Jo Ann is polishing her fingernails. She keeps smearing the polish. When she goes over to smooth it out, she makes it worse. She begins to cry and throws the polish on the floor.*

2. *John hasn't studied for the test in pre-algebra. When the teacher gives out the papers, he says he feels sick. He asks to go to the nurse's office. The teacher says she will not excuse him. He sits and stares at his test without lifting his pencil.*

3. *Miguel wants Marguerite to go out with him. When he gets up courage to ask her, she says no, she already has a date. Miguel begins making remarks to other people about Marguerite being a snob. He does not ask her out again.*

4. *Alice wants her team to win the relay. She has practiced three hours after school every day for three weeks. At the track meet, when the baton is passed to her, Alice drops it. Her team comes in fourth. Alice yells at her teammate that she wasn't holding the baton right when she passed it back. After the meet, Alice won't talk to anyone for a long time.*

1. What is the person feeling? State the feelings in words. ____________________

____

____

2. Does the action express the feeling? Explain. ____________________

____

____

3. What is the result of the action the person takes? ____________________

____

____

4. Explain how the action will help or get in the way of what the person wants.

____

____

Additional Activity

Roleplay the situation again. This time, take the part of the person in the situation. Express your feelings with a direct statement. Then take a different action. (Try to think of an action which would not get in the way of what you want.)

Example: The person playing Alice might express her feelings by saying "I can't put on this polish because I'm so worried about my date with John. I want him to like me and I'm so afraid he won't." The person might then just sit there quietly, feeling worried; then put away the polish bottle and remove the smeared polish.

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to understand that when one's feelings are not recognized and expressed directly, they may produce behavior which is non-constructive

to role play situations in which feelings are expressed in simple, direct statements

Suggestions to Teacher:

The first situation will be recognized in "taking it out on something else." Crying and throwing a nail-polish bottle is over-reacting to smeared polish. Something else must be bothering Jo Ann.

The other situations show other kinds of non-constructive behavior. John gets sick to avoid feeling like a failure or because he fears tests. Miguel never gives Marguerite another chance. He assumes she doesn't like him and is being a snob. Alice can't accept her failure, so she has to blame someone else.

The point is that in each case the action may or may not help the person feel better in the short run, but their behavior doesn't help in any way toward getting what they want; and in the long run, the special kind of "unconstructive" behavior may become a pattern.

The additional activity will help students model a situation in which feelings are directly stated. For example, Alice might say: "I feel terrible; I tried so hard and wanted to win so much but I just didn't get it right." Once feelings are recognized and accepted, it is easier to consciously direct one's behavior.

As a follow-up, students might be asked to keep a journal recounting situations in which they felt afraid, angry, hurt, and how they expressed those feelings.

**The same format could be used for elementary students with other situations suggested by the students. As each situation in which a person displaces emotion — "takes it out" on the wrong person, or in the "wrong" way — is suggested, have a roleplay illustrating how it might be handled in a constructive way. Stress that the behavior is a "wrong" response because it doesn't help anyone to deal with the situation..*

ACTIVITY SHEET 1—19

MY WANTS, YOUR WANTS

Directions: Read the situations and complete the exercises that follow.

a. Two students arguing over the ownership of a pen.

b. A brother and sister arguing over what to watch on television.

c. A couple disagreeing over where to go for the evening.

d. One boy claims that another boy has made advances to his girlfriend. One boy accuses; the other denies it.

Activity:

1. Roleplay the above situations. See what happens when:
   - both students are directed to try to solve the conflict.
   - both students are directed to keep trying to get what they want.
   - a third-person "referee" attempts to settle the dispute, and the two other students are given no direction.
2. Which way settled the conflict quicker? Why?
3. Which way kept the conflict going? Why?
4. Should people not involved in an argument attempt to settle conflicts? Explain your answers.

   ☐ always ☐ sometimes ☐ never ☐ only if asked

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

ACTIVITY SHEET 1—19 SECONDARY/ELEMENTARY*

Student Objectives:

to compare and contrast different approaches to resolving conflict between two people

to recognize that a third party's attempt to solve the conflict depends on being accepted by the people having the conflict

to recognize that the most important element in resolving a conflict is the mutual desire to find a way to resolve it

Suggestions to Teacher:

In structuring the situations for roleplay, be sure to warn students that the conflict is to stop before it becomes physical. As soon as it becomes clear to a role player that the next response would be physical aggression, the player is to call "time" and stop the improvisation if you have not called time before that point is reached.

In the discussion after the roleplays, important points to elicit are that a conflict is not likely to be settled unless both people want it settled; that a "referee" will not be able to solve it unless both people are willing to listen and want the intervention; and that if both people want to settle their dispute, it is very likely to be settled. It is not the problem itself, but each person's attitude toward the problem which is the major factor.

There is, of course, a difference between showing one is willing to try to resolve a conflict and simply backing down, which may cause the other person to become more aggressive.

If the roleplays offer models of behavior that show the person wants to cooperate and is not simply backing down, have the roleplays recreated for students to analyze how the behavior showed both these qualities.

A follow-up discussion might be focused on whether or not one person's wanting to resolve a conflict can influence the other person to resolve it.

Other questions for discussion are:

> *Would it make a difference who the third person trying to solve the conflict is? How?*
>
> *What qualities should an arbitrator possess?*
>
> *Would it be more or less difficult for a stranger to solve the conflict? Why?*
>
> *Would certain people be better suited for solving specific conflicts, e.g., another student, a teacher, a parent of one of the students?*
>
> *Are there some situations best solved by the combatants? Explain.*
>
> *If one person tries to solve the conflict, what will happen?*

**The same format could be used for elementary students with other situations suggested by the students. As each situation in which a person displaces emotion — takes it out on the wrong person, or in the wrong way — is suggested, have a roleplay illustrating how it might be handled in a constructive way. Stress that the behavior is a non constructive response because it doesn't help anyone to deal with the situation.*

WHAT WOULD I DO IF.....?

Directions: In Activity 1—17 you examined some reactions to difficult situations — crying, sulking, lying, yelling. Role play the following difficult situations in your small group.

Activity:

a. Your best friend invites you to a party. You don't want to hurt her feelings, but you dislike the person giving the party so much you don't want to go.

b. A bully has been making fun of you and trying to pick a fight. He/she said the next time you would get a beating. You see the bully at the end of the hall.

c. A group of your friends tell you they no longer want to hang out with you.

d. You have failed the math test for the first marking period. Your mother asks how you did in school.

e. You have been accused of stealing another student's neck chain. You did not steal it, and the dean of conduct is questioning you.

f. Your parents blame you for breaking the television set. It was actually your younger sister who broke the set.

1. Discuss whether the person caught in the difficult situation expressed his or her feeling without acting in a destructive way.
2. For each situation, state the person's feeling in a direct statement.

   Example: I feel very upset that you are blaming me for what my sister did. I feel this happens a lot. I think you favor her because she's younger.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

Activity: **Optional Activity:**

Suggest to your group a different situation from real life. Have someone else role play what he or she would do. Discuss the differences from what you did.

cut here to make master

ACTIVITY SHEET 1—20 SECONDARY/ELEMENTARY*

Student Objectives:

to evaluate whether or not a response is a non-constructive behavior
to directly express the feelings of a person in a difficult situation

Suggestions to Teacher:

As you are assigning groups for the roleplays, make sure that parts are assigned to volunteers. If there are more volunteers than parts, have two or more sets of players. You might also want to have the same set of players create their roleplay for different groups in a rotating pattern.

After each roleplay, the group is to evaluate whether or not the response was non-constructive. This is done by considering what effect it might have on the other person, and what effect it will have on the person in the difficult situation.

A final consideration would be whether or not the behavior would be a good pattern if the person followed it consistently.

The goal in questioning and guiding students' evaluations is to help them recognize that a direct statement of how one feels is usually the best way to respond. This exercise differs from the preceding one in that no response is suggested. Students are given a chance to initiate a direct response rather than correct a non-constructive one.

**Upper elementary grades may use this also by role playing some of the appropriate situations and discussing how a direct statement of one's feelings affects everyone concerned. Help students note that a personal statement involves only what one feels and is stated calmly. It is not a verbal attack on the other person: "I feel very angry right now"; not "You are a rotten person to do this to me."*

ACTIVITY SHEET 1—21

WHAT DO I VALUE?

Directions: Life is full of decisions. Every day you make hundreds of decisions. List ten things you do every day. Explain why you do them, and what results you hope to achieve. Some are done to start you off.

Activity:

THINGS I DO	WHY I DO THEM	WHAT'S THE PAY-OFF?	VALUES
Brush my teeth	Because I like the clean feeling	fewer cavities	1, 2, 8
Homework	So I will understand what's going on	Answering questions	3, 17, 21, 12

Activity: Below is a list of attitudes or ideas that people feel strongly about. These are the values which influence why we do things. Try to see which values were part of your pay off for doing things. Write the numbers in the box under values.

1. keeping healthy
2. keeping attractive
3. fulfilling responsibilities
4. earning money
5. being popular
6. being loved
7. being loving
8. pleasing others
9. role fulfillment
10. individual expression
11. dream fulfillment
12. gaining skills
13. enjoying life
14. keeping peace around me
15. sharing and cooperating
16. being creative
17. obeying authority
18. protecting belongings
19. insuring privacy
20. building self-confidence
21. pursuing future goals
22. feeling understood

Which values are most important to you?

____

____

ACTIVITY SHEET 1—21 SECONDARY/ELEMENTARY*

Student Objectives:

to understand that daily activities and decisions exemplify our values

to compile a list of personal values

Suggestions to Teacher:

Starting from the understanding that a value is a personal belief which influences the way that person lives and gives purpose or meaning to his/her life, this exercise can help students gain a better grasp of their own values.

Students can also analyze and rate the relative importance of specified values in their own value system.

Their commitment to particular values can be affirmed through a discussion of how far they are willing to go to support their beliefs. Questions such as the following may help to structure the discussion.

Are you proud of the values you hold?

Would you be willing to share your feelings about this value with your family, friends, strangers, or nobody at all?

Would you go on record as believing in this value?

Would you be willing to defend your belief, if it became necessary?

**This is also appropriate for some upper elementary grades.*

ACTIVITY SHEET 1—22

WHAT DO I CARE ABOUT

?

Directions: On your own lined paper, make two columns. Write down the things you feel are important and really care about in the left column. In the right column explain why you care about these things. (See sample below.)

Things I care about	Why I care about them
Family	They love me and take care of me.
Friends	I have fun with them.
	They understand me
Nice clothes	They make me look good
	to my friends.

Pick out the thing you care most about and the one that is second-place in importance to you. The teacher will list the top choices on the chalkboard and then rank order the list.

Activity: 1. Below are some activities many people value. How important is each one to you? Rank them according to importance using the scale below.

1 2 3 4 5

least important — most important

	importance	time or effort
having a close family	☐	☐
having good friends	☐	☐
doing something to have fun	☐	☐
doing a good job in my work (school or job)	☐	☐
earning money	☐	☐
keeping in good physical shape	☐	☐
achieving in a special field	☐	☐

2. Think about what you do over the course of a week. At the end of that week, which activity took up the most time? Which activity received the most effort? Now, in the right hand column above, rank the activities according to time or effort.

3. If there are differences in the order, discuss the reasons for the differences with someone in your group. How do the differences affect you? Would you feel more comfortable if the numbers were more alike? Explain how a person can spend the most time doing the things he/she thinks are least important.

____

____

____

Conclusion: How have my feelings or ideas been affected by this activity?

Student Objectives:

to identify one's most important values

to anlalyze whether the time and effort one expends matches the order of one's values

to identify to what degree one acts on his or her values

Suggestions to Teacher:

In listing suggested things that are most cared about, the teacher needs to get a spot-check or cross-section of the important values which appear most often, so that the suggested samples can be extracted and used in the lesson.

Examples:

Things I Care About	**Why I Care For Them**	**Value**
Family	Because I love them	Loving
	They love me	Being loved
	Because they take care of me	Being cared for
Friends	I have fun with them	Having fun
	They understand me	Feeling understood
	They don't criticize me	Feeling accepted
Nice clothes	Because they're pretty	Personal appearance
	Because I look good	Self-confidence
	It shows I have money	Money

**For secondary students, other goals which might illustrate values are: Competing with someone at school, work, or in sports; Getting ahead in school, on my job, or in my field through hard work and achievement; Exerting power over others by running a program, supervising people, or controlling lots of money; Making peace among my family members, friends, on a national;international level; Having the respect of my friends, co-workers, supervisees, or family; Keeping myself in good health; Working by myself in a quiet place; Being a "celebrity" — Having everybody recognize me; Making lots of money; Working in a job which provides security; Operating my own business; Working on a job that requires lots of travel; Being loved by family, friends, and others; Enjoying leisure-time activities.*

If you think they can follow the procedure easily, you may want the students to develop their own list rather than use the one presented on the activity sheet.

They must first list values, then rank-order those values, and then contrast that rank order with the relative amount of time and effort actually devoted to expressing each value.

The goals of the exercise are to have students become aware of their personal value priorities, and then to analyze whether their behavior patterns support or deny these priorities.

If the two columns match reasonably well, students should note that fact and realize that there is congruence between their goals and their activities.

If there is a marked difference between the distribution of time and effort and the rank order of values priority, the student should realize that a valued priority is not really being pursued.

If the student values family relationships and spends little time with the family, he or she should be aware that the difference may be causing a conflict.

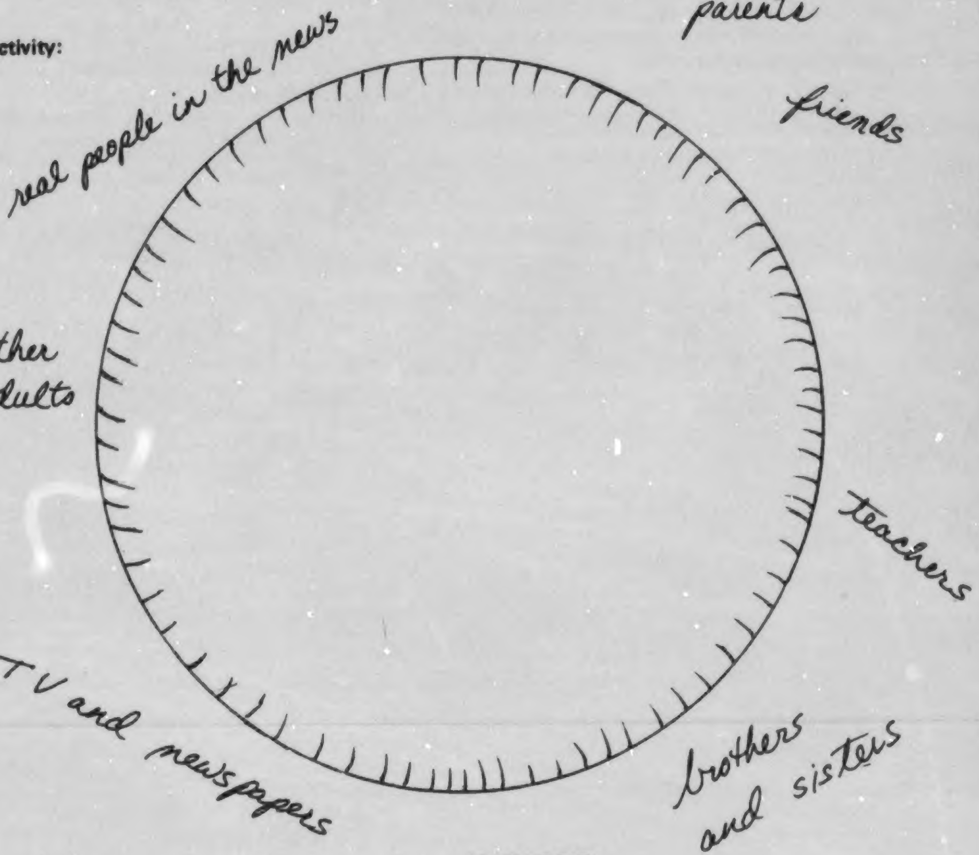
For students who feel they have problems because of the difference between their expressed value priorities and the value priorities indicated by their behavior, provide some small-group time to discuss the reasons for the problems and possible ways of changing behavior or re-examining values. To start off the discussions you may ask: How do our beliefs influence our behavior? Can a person really believe something and not act on it? What values would you like to act on more strongly than you are at the present time?

ACTIVITY SHEET 1—23

WHO TAUGHT ME?

Directions: Now that you have a list of your values (see previous lesson), let's think about where you got them.

Activity:



SOURCE PIE

1. On the "Source Pie" above, fill in the names of the sources of your values. Now slice up your pie, reserving the biggest slice for those who have had the *most* influence on your values.

2. Discuss with those who chose other sources how these influenced their values.

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to analyze who has influenced the forming of one's values

to discover the wide range of sources which can help form people's values

Suggestions to Teacher:

The first part of this exercise helps children focus on where their values have come from. In the following discussion, it may be possible for them to evaluate these beliefs by exploring which of them they would like to teach to people younger than themselves. They should be very clear about why they would like younger children to adopt these values, and how the values are related to choices and personal decisions. They might be asked to write roleplay situations in which a particular value is illustrated through behavior.

The class might discuss their influence on other people's values such as younger brothers and sisters, friends.

> *Do you think you influence the values of your friends, younger brothers and sisters? Explain.*
>
> *If the answer is yes, how do you influence their values.*
>
> *If you were a parent would you want to influence your child's values? Why? Why not?*
>
> *If the answer is yes, how would you attempt to influence their values?*

If students do mention literature, television, or celebrity role models as sources of values, a follow-up discussion is needed to analyze what values are implied and to develop the concept that it is possible to choose values from a wide range of sources.

A pivotal question might be:

> *Have your values changed from two years ago? Why? Why not?*
>
> *Can a person become completely different? Explain.*
>
> *Can you become like another person or character without realizing you are doing so? Explain.*
>
> *What is necessary in order to change oneself?*

**For secondary students, just draw the circle on the chalkboard; discuss briefly who or what has influenced their values; and have students make individual pie graphs. The pivotal questions above are suitable for class discussion on the secondary level.*

How Do I Learn my Values?

Directions: Do you agree or disagree that children learn what they live? Explain.

HOW DO I LEARN MY VALUES

by Dorothy Low Nolte

If a child lives with criticism he learns to condemn.
If a child lives with hostility he learns to fight.
If a child lives with ridicule he learns to be shy.
If a child lives with shame he learns to feel guilty.
If a child lives with tolerance he learns to be patient.
If a child lives with encouragement he learns confidence.
If a child lives with praise he learns to appreciate.
If a child lives with fairness he learns justice.
If a child lives with security he learns to have faith.
If a child lives with approval he learns to like himself.
If a child lives with acceptance and friendship, he learns to find love in the world.

Activity:

In small groups choose one question about a negative affect and one question about a positive affect. Answer orally or in writing on a separate piece of paper.

a. What does "criticism" mean? How do I "condemn" another person?

b. Where do I see "hostility"? Is fighting part of life?

c. What is "ridicule"? How does ridicule affect the way a person feels?

d. What kind of "shame" can children know about? Have I every felt guilty or ashamed about something that wasn't my fault?

e. How do parents, or other adults, show tolerance to others?

f. How do I encourage myself, or someone else? What does it mean to have confidence?

g. What is "praise"? What people give me praise? How do I show my appreciation?

h. Is everyone fair? What do I think about when I hear "justice"?

i. What does "security" mean in my life? What do my friends and I have faith in?

j. What kinds of things do I need "approval" for? Do I like myself? Why? Who likes me? Why?

k. Whom do I want to "accept" me? Do I have friends? Do I want to "find love in the world"?

Summary Questions:

Do you agree or disagree that children learn what they live? Explain.

____

Do you think people can change themselves from what they learned as children? Explain.

____

What do you think is the most important gift parents can give their children?

____

____

cut here to make master

Student Objectives:

to become aware that how we are treated affects the way we treat others

Suggestions to Teacher:

For secondary students the ideas in the poem may be approached as a discussion of what is important in parenting. You may want to volunteer a personal experience about how something positive or negative which you experienced frequently as a child has affected you as an adult. Students may also want to share personal illustrations of this point.

After a reading of the poem, with vocabulary help as necessary, you could divide the class into small groups to illustrate with roleplays or written miniscripts a "chain reaction" situation. For example, the boss criticizes an employee. The employee goes home and criticizes a child or spouse. That person, in turn, criticizes another family member or friend. The positive side of the same cycle would be a follow-up assignment. The boss praises the employee who goes home to exactly the same situation, but reacts in a more patient, more accepting manner.

To help the groups get started you may want to use particular lines from the poem, positive or negative, to have the whole class suggest incidents for role play or writing. The questions on the sheet can be used as directed or in the same manner to get the groups started.

The summary questions can be used as the starting point for longer compositions.

cut here to make master

**For elementary students the vocabulary of the poem might be introduced a few words at a time in other contexts. The concept is one that even young children can understand, but vocabulary learning should not be so frustrating that the appreciation of the meaning of the poem is lost because too many words have to be explained. The questions can be answered orally in large group if that is more appropriate to the level.*

ACTIVITY SHEET 1—25

WHAT DECISION DOES MARY HAVE TO MAKE?

Directions: Read the following situations and complete the exercises that accompany them.

Activity: *Mary is getting up for the first day of school. Her mother has bought her a new dress for this day. Mary knows that all her friends are going to wear jeans. She wants to please her mother, but she doesn't want to be different from the other girls. Mary stays in bed trying to decide between two values in her life.*

1. Describe the two values in Mary's life which are in conflict.

____

____

2. What would you do if you were in Mary's situation?

____

____

____

You are working after school in the neighborhood candy store. The owner often leaves you in charge of the store because you can be trusted. One day while the boss is out some of your friends come into the store. They take some magazines and candy without paying for them and leave saying "thanks a lot."

1. What values are in conflict? ______________________________

____

2. Would you:
   a. make your friends pay? ☐
   b. pay for the items out of your own pocket? ☐
   c. hope the boss doesn't notice the items that were taken? ☐
   d. overcharge other customers to make up for the items that were taken? ☐

What else would you do? ______________________________

____

What would be the result of each of these actions?

How would you feel if you made each choice? How would your friends feel? How would the storeowner feel?

Is anyone harmed by any of these decisions? If so, who?

Optional Activity:

Tell your group about a difficult decision you made. Discuss what values were in conflict.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

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Student Objectives:

to identify values which are in conflict in given situations

to understand that in many situations one must choose among conflicting values

to determine the effects of a decision on yourself and others

Suggestions to Teacher:

Just as conflict can develop between people with different wants, one person's values may be in conflict in a given situation.

Mary is faced with a choice between wanting to be accepted by her mother and accepted by her peers. Both are good values in themselves, but they are in conflict in the situation.

As soon as students have identified the values in conflict in Mary's situation, you might then want them to suggest situations from their own experiences in which values were in conflict. Have the other students identify which values were in conflict in the various situations.

In the second situation, ask students which values are represented by each of the courses of action, so that when they choose a course of action they understand how it expresses a choice of values.

The final exercise is on making decisions and you may want to familiarize students with the step-by-step approach to decision making.

1. *Define the problem.*
2. *Think about available choices or alternatives.*
3. *Consider the alternatives and eliminate some, giving priorities based on your values.*
4. *Decide on the one that seems best.*
5. *Act on your choice.*
6. *Evaluate your decision based on its consequences.*

ACTIVITY SHEET 1—26

MY PERSONAL DECISION SCORECARD

Directions:

Choose a decision you will have to make and answer the questions. If you copy these questions and keep them, they will make a good guide for future decision making.

Activity:

I need to decide ____________________

____

Date ____________________

Whom will I talk to about this decision? ____________________

____

What values are involved in this decision? ____________________

____

What alternatives will I consider in making this decision? ____________________

____

What might be the results of each of these alternatives? ____________________

____

How would each alternative affect me as the kind of person I want to become?

____

How would each alternative affect other people? Society? ____________________

____

What would you say to the following people if they challenged your decision? ____________________

____

____

parents ____________________

____

other relatives ____________________

____

teacher ____________________

____

close friend ____________________

____

acquaintance ____________________

____

Would you make a similar decision five years from now? ____________________

____

Did you act on your decision? __________ What happened? And why? __________

____

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

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Student Objectives:

to examine the components of a personal decision

to become aware that keeping a similar record of important decisions will help in the process of knowing oneself and one's patterns of growth and change

Suggestions to Teacher:

It is probably a good idea for students to discuss informally in small groups "How I Make Important Decisions." Allow approximately five minutes.

Groups can then share with the class any particular points or processes they thought would be helpful in making a decision.

Give out the scorecard as an example of a guide in decision making. Keep some blanks in reserve for students to use later. Suggest that they try out the form with a current decision they have to make or use the following hypothetical problems.

Situation 1

Your block association is looking for someone to distribute important leaflets during the day on a volunteer basis. Most of your neighbors work and cannot help out. You, however, get home early from school. You usually use your afternoons to watch your favorite soap operas on TV or relax about in the sun. What would you do?

Situation 2

You have been elected to a position on the student board of governors in your school. The issue of detention has come before the board. You are asked to vote in favor or against detention. You know that most of the students are against detention, but you believe it is an excellent disciplinary measure. What would you do?

Situation 3

You are hoping to get a job for the summer. You and your friend decide to apply for the same position with a local day camp. Your friend shows you his job application. There are several lies which make him a better applicant than yourself. What would you do?

Encourage the class in using the personal decision scorecard. If there is sufficient response, you might ask them to make a minimal number of decision scorecards to keep in their individual folders – five to ten over a month or two.

Then devote a class period to having students analyze how the scorecards have been affecting their decision making. This could be continued throughout the term or the year.

You may want to try it yourself as a basis for sharing insights into decision-making patterns.

1. *Define the problem.*
2. *Think about available choices or alternatives.*
3. *Consider the alternatives and eliminate some, giving priorities based on your values.*
4. *Decide on the one that seems best.*
5. *Act on your choice.*
6. *Evaluate your decision based on its consequences.*

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For elementary students the first part of the exercise down to considering alternatives would be an appropriate form.

PART 2: THE CITIZEN AND THE LAW

Since each person's value system is different, social behavior is governed by laws limiting the freedom of individuals to interfere with that of others. Citizens voluntarily accept such restrictions in exchange for guarantees and protections which are intended to provide the greatest good for the greatest number, while safeguarding the basic rights of the minority.

As society grows, it becomes more complex. Changing times and situations bring changes in people's priorities of values. This, in turn, affects how existing laws are amended and what new laws are enacted. Pressures for change arise whenever large or influential groups of people challenge the underlying values in existing laws or practices. Social issues such as the use of nuclear power, women's rights, affirmative action, or bussing to achieve integration, are examples of conflicts based on differing values.

For our society to continue to grow and mature, citizens must be concerned with ensuring that laws do not enforce values no longer held by the majority, and that minorities' beliefs are protected as far as possible. But they must be equally concerned with upholding the rule of law and the democratic process, even through periods of crisis. To contribute to society, citizens must be willing to assess their values, rights and responsibilities, not only in terms of effects upon themselves, but in terms of effects on others and on their larger community — New York City.

The activity sheets begin with exercises on the need for rules and laws. Next the concepts of authority and the necessity for enforcing rules and laws are explored, and relationships of rules, laws, morals and ethic values and traditions are briefly considered. The next exercises deal with the concept of penalties for infractions of rules and laws. The concluding group of exercises treats the nature of crime, various individual crimes and the role of individuals and society in crime prevention.

Number	**Title**
2-1	The Eraser Game
2-2	What Makes a Good Rule?
2-3	Rules in My Life
2-4	Do We Need People to Enforce Rules?
2-5	What's Authority For Me?
2-6	Do People Always Handle Authority Properly?
2-7	A "Family Contract"
2-8	How Do These Relate?
2-9	There Ought To Be a Law!
2-10	Have You Ever Broken a Rule?
2-11	How Do You Stand?
2-12	Should Jennie Demonstrate?
2-13	A Job Contract: What Makes Rules Change?
2-14	Survival on the Island
2-15	What Rules? What Penalties?
2-16	Finders Keepers?
2-17	What Is a Crime?
2-18	What's the Damage?
2-19	Will Billy Commit Vandalism?
2-20	Ill-Fated Garden
2-21	Who Has Been Writing on the Walls?
2-22	Whose City Is It Anyway?
2-23	Would You Take a Pair of Sneakers?
2-24	The Stolen Basketball: What Would You Do?
2-25	Would You Stop a Mugging?
2-26	Why Don't Eyewitnesses Try to Stop Crime?
2-27	Why Didn't They Help?
2-28	They All Helped
2-29	Arms and the Citizen
2-30	How Much Responsibility Is Yours?

Suggestions for Early Childhood Use: Part 2

The concepts for early childhood in Part 2 are the need for rules, understanding what a particular rule is intended to do, and understanding the necessity for enforcing rules.

Many of the exercises in this section can fruitfully be used in K-2 classrooms with minor adjustments and adaptations. The activities can be done orally with some terminology simplified. In some cases, situations appropriate to the child's level would need to be chosen to highlight the concepts which are analyzed and discussed.

The exercises which can readily be adapted are 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-14, 2-15, 2-16, and 2-19.

In general, issues should be presented orally and the discussion guided step-by-step. An answer based on the group's conclusions can be written on the chalkboard or an experience chart developed.

For example, in Activity 2-1, the rules must be made easier. Two teams of equal size would be used, instead of five or six teams; and the teacher would designate an appropriate distance to replace the three feet stipulated in the exercise. Your emphasis would be "Was it more fun to play with rules or without rules? Why?"

In 2-2, one rule at a time may be used to discuss what makes a good rule, using a number of days to handle the various rules. Rather than focus on a fine analysis of each rule, the teacher may stay with the issue of what the rule is supposed to do. Will the rule do that without making other problems? What other problems might be caused?

For young children, the question in Activity 2-2 relating to whether rules are good or bad would have to be translated. It would become a matter of not questioning the authority of their parents and teachers, but of evaluating whether the rule does what it sets out to do. Punishment is the penalty for breaking a rule, similar to penalties in any game.

Where there are illustrations, as in Activity 2-4, "Do We Need People to Enforce Rules?", large photos should be used for easy viewing and motivation of the class discussion. A question like item 4 in the exercise becomes "What would this classroom be like if we did not have rules?" And item 5 would be eliminated. In grade 2 this exercise could be tied in with Community Helpers.

Activity 2—26, *Why Don't Eyewitnesses Try to Stop Crime?*, would explore "When should we become involved?" and would focus on classroom situations only. These should arise naturally or be acknowledged simulations. The teacher should never manipulate an artificial situation.

As a continuing reinforcement for the need of rules, the children should be encouraged to develop their own rules for classroom activity centers: play corner, card and art supplies, library, puzzles, etc. Four or five pertinent rules should be elicited from the children and displayed in chart form in the center area. In eliciting the rules, make sure to obtain the rationale for each rule

Establish how each rule helps other members of the class, and what problems the next child would have if the first child did not follow the established rule. On a continuing basis, have children evaluate the rules. Do we need any more rules for this activity? Can we leave out any of the rules we made? Can we change any to make the system work better?

Sample of Chart (easel, paper, water, and paints readied by teacher in advance):

Put on apron
Place newspaper on floor
Choose brush for painting
Clean brush (in room or hallway) after finishing painting
Pick up newspaper and place in wastebasket
Wash hands
Hang up apron

If young children understand that rules are to the classroom what laws are to society and become interested and able to participate in creating rules, they will have acquired the necessary foundation for citizenship in a democratic society.

ACTIVITY SHEET 2—1 ELEMENTARY/SECONDARY

THE ERASER GAME

Directions:

The teacher will give an eraser to the first student in the first row and announce the eraser game. After five minutes, all play will stop.

Activity:

Play the eraser game. The first person to get ten points wins the game. Don't ask any further questions. That's all the information there is.

1. Who won the game? ____________________
2. Why was it difficult to play this game? ____________________
   ____
3. Describe your efforts to play the game. ____________________
   ____
4. What does this show you about rules? ____________________
   ____
5. Can you create a set of rules for the eraser game? ____________________
   ____

   1. ____________________
   2. ____________________
   3. ____________________

Now suppose someone cheats. How will you handle it? Why? ____________________

____

Suppose one team has easier rules? ____________________

____

Is it good to have a referee or rule enforcer in the game? Explain. ____________________

____

____

Why is it important that rules be applied equally and fairly? ____________________

____

____

cut here to make master

Student Objectives:

to recognize the consequences of playing or living without rules

Suggestions to Teacher:

This game is actually pursued in two stages. Before distributing the activity sheet, give one student an eraser and tell the class that they are going to play the eraser game. (Ten points wins the game!)

Do not give any further instructions. Allow a few minutes of frustration and confusion to elapse. Stop the game and ask the class: "Was this game fun? Why? Why not?"

Now distribute the activity sheet and allow the students to write the answers to the questions you have asked orally.

Having established that rules make a game easier to play, ask the class to make a set of rules for "The Eraser Game." Only if the class does not work out its own rules efficiently, use the set of rules suggested:

You may use these rules for the game if you prefer:

1. *The class is divided into 5 or 6 teams of equal size. Each team is allocated one eraser and one basket.*
2. *The erasers start at the end of the row. Each person passes it to the person in front of him until it reaches the student in the first seat.*
3. *When the person in the front seat receives it, he/she must throw it into the basket from at least 3 feet away. If he/she gets it in, the team wins a point and the last person retrieves the eraser to start again. If he/she misses, the team must start again from the back.*

Either way — with the class-made rules or the suggested set of rules — start the game again. This time, call one student aside and quietly suggest that he/she should cheat — break the rules in some way, such as leaning too close to the basket.

When the appointed student cheats and there is an uproar, point out that what is needed is a referee or an enforcer. Allow the class to appoint a referee. Or you might tell the class that all groups but group three must follow the rules. Group three can do anything they want to win as long as they don't harm anyone. After the rest of the class objects, you might discuss the importance of the fairness and equality of rules.

It is suggested that the students keep the activity sheets from day to day since some of the succeeding activities reflect back to earlier ones and there is a building process.

A concluding discussion could center on whether or not rules are needed for living.

You might ask the following questions:

Based on the game, what conclusions can you draw about the importance of rules in our society?

What problems might be similar in a school without rules? In a society without rules?

What problems might be similar in a society without rules?

What do you think people gain by giving up a certain amount of freedom in order to have rules and laws which restrict their actions?

ACTIVITY SHEET 2—2

WHAT MAKES A GOOD RULE?

Directions:

Each of the following examples has a description of a problem and a rule that might help to deal with the problem.

Activity:

Read the rules and see if you can find something wrong with each of them. Then write what is wrong with each rule in the spaces provided below the rules.

1

Mrs. Abernathy was angry because some students were coming to school late. So she made the following rule: "Anyone who is late for school must stay after school two hours every day for a month."

2

Some first-grade students were always getting out of their seats and disturbing those who were working. So Mr. Terranova read this rule to his first-grade class: "Ambulatory privileges are henceforth revoked pending further notification."

3

There was not enough room on the playground for everyone to use it at the same time. So the principal made this rule: 'Boys may use the playing field on Mondays only. Girls may use it the rest of the week."

4

There were many problems in the country. So the President made a new law which said: "All people must behave themselves."

5

Some students had been speaking too loudly at lunchtime. So the following rule was made: "No students may speak during lunch hour."

6

To help students become physically fit, the following rule was made: "During recess, each student is to jump over the school building three times."

Discussion Prompters:

Why did the person think a rule was needed?

Would there have been another way to handle the problem?

What could happen because of this rule?

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*Lesson 5, Level III (Grade 4-5) Authority Multimedia Instructional Unit Law in a Free Society Project

Student Objectives:

to develop criteria for a good rule.
to evaluate rules based on the criteria

Suggestions to Teacher:

You may want to start the activity sheet having students use the discussion prompters to analyze one of the sample rules? Then move to a more specific analysis of each rule. Points to consider are:

Rule 1. Is the penalty suitable?

Rule 2. Can the rule be understood?

Rule 3. Does the rule provide equal treatment or does it discriminate?

Rule 4. Is it easy to judge? What does "behave" mean? Who will decide whether or not someone is behaving? Is there one penalty for all misbehavior or will there be different kinds of misbehavior? (Is the rule too broad and too unclear?)

Rule 5. Will it be a hardship to follow the rule?

Rule 6. Is it possible to follow the rule?

Afterward have students develop criteria for a good rule and evaluate a rule used in their home, school, or community by the criteria.

Suggested Activity:

Students should keep a tally of all rules they are required to follow at home, school, community. Select one rule that should be added in school, home, community and attempt to get it accepted.

ACTIVITY SHEET 2–2

RULES IN MY LIFE

Directions: Everyone has rules in his/her life – rules at home, rules at school, rules in the neighborhood. On this sheet we are going to analyze some of the rules we live by.

Activity: Fill in the two lists below:

RULES IN MY LIFE

Five rules I have at home:

1. ____
2. ____
3. ____
4. ____
5. ____

Who made these rules? ________________________________

Are these rules good? Why? Why not? ________________________________

____

What would happen if you did not have these five rules at home? ________________

____

Five rules I have in school:

1. ____
2. ____
3. ____
4. ____
5. ____

Who made these rules? ________________________________

Are these rules good? Why? Why not? ________________________________

____

What would happen if you did not have these five rules in school? ________________

____

Now answer these questions:

1. What is the difference between a good rule and a bad rule? ________________

   ____

2. Under what circumstances would you follow what you think to be a bad rule? ______

   ____

   ____

3. Do the people who enforce rules (referees, mothers, fathers, teachers) always do so fairly? Why?

   ____

4. If a rule is enforced unfairly, does that make the rule wrong? Explain. ____________

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ACTIVITY SHEET 2—3 ELEMENTARY/SECONDARY*

Student Objectives:

to recognize the need for specific rules at home and in school

Suggestions to Teacher:

Before the students write down their own lists of rules at home and rules at school, try a warm-up large-group discussion. Review the criteria for a good rule established in the previous exercise.

The succeeding questions on the activity sheet may be answered in small-group discussion with written answers saved for a culminating activity.

Students could prepare a survey about the fairness of the rules in their school. They could interview a random selection of students and discuss the findings with their classmates.

Students could read and rate the rules they have placed on the sheet. If they agree with the rule they raise their hands. If they strongly agree, they raise and wave their hands. If they disagree, they place their thumbs down. If they strongly disagree, they place their thumbs down and raise and lower their thumbs. After discussing their opinions each student might rank the rules from best to worst rule and be ready to defend his or her answers.

Again, ask students to keep their activity sheets in their "Citizenship Folder."

**For secondary students each row could be assigneo a specific topic about rules for which they would write a composition. Topics could include:*

School Without Rules
Community Without Rules
Home Without Rules
Too Many Rules
Bad Rules and Laws are as Dangerous as No Rules
A Rule Is Only as Good as the Way It/s Enforced
A Rule I
A Rule Is Only as Good as the Wey It's Enforced

If students write on the first topic they might consider the effect of no rules in the hall, cafeteria, and classroom. If they write on the second topic, they might consider the impact of no rules on our automobile traffic and the safety of people in the community. If they write about the effect of too many rules, they might consider government regulations and what happens when there are too many rules.

Have the students who write or discuss the topic on enforcement summarize their main points for the class. This procedure will be a lead-in to the next exercise.

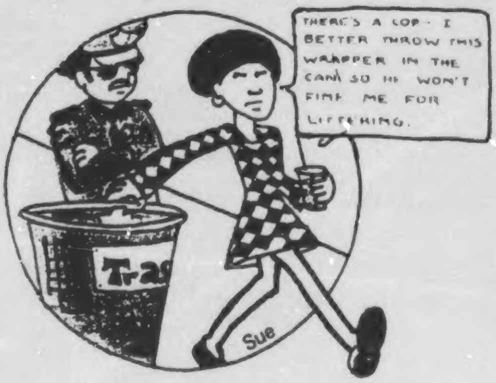
ACTIVITY SHEET 2—4

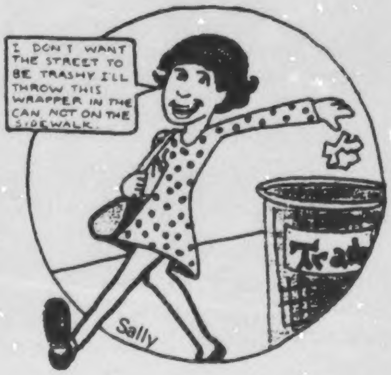
Do We Need People to Enforce Rules?

Directions:

Look at the two pictures below and be ready to explain how they are different.

Activity:


THERE'S A COP - I BETTER THROW THIS WRAPPER IN THE CAN SO HE WON'T FINE ME FOR LITTERING.
Tras
Sue


I DON'T WANT THE STREET TO BE TRASHY I'LL THROW THIS WRAPPER IN THE CAN NOT ON THE SIDEWALK.
Tra
Sally

1. Both girls are obeying the law, but they have different reasons. Explain their difference in attitudes.

2. Which of the girls are you more like? Explain.

3. Do you think most of the people in this group are like Sue or like Sally?

4. Does our society need enforced discipline? Why? Why not?

5. Can you describe a society in which there are no people in authority and everyone can do everything he or she likes?

Conclusion: How have my feelings or ideas been affected by this activity?

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*Adapted from Linda Riekes and Sally Maye, *Youth Attitudes and Police*, (West Publishing Co., St. Paul Minnesota, 1978).

Student Objective:

to identify two different attitudes toward keeping the law (or obeying the rules)

Suggestions to Teacher:

This exercise is a more complex version of No. 2-3. Here we are analyzing reasons for keeping the law – Sue because she is being watched; Sally because she thinks its the right thing to do. According to Kohlberg these two people would be at different stages of development.

In large-group discussion, help the students articulate the difference in attitude between the two girls. When oral articulation seems clear, suggest that the students actually fill in the answers on their activity sheet. You might ask which attitude is better for a society? Why?

For secondary students a follow-up assignment would be to describe other common situations which illustrate the two attitudes toward keeping the law. Ask them to select the laws they think are fair and useful. Then have them rate themselves on a scale.

Self disciplined	10	9	8	7	6	5	4	3	2	1	0	*Needing enforced discipline*

The scales can be handed in anonymously and an average score for the class presented for evaluation. The class might be asked how they think that score compares with the general population and what conclusions they can draw.

Again, remind students to save the activity sheet in their "Citizenship Folder."

ACTIVITY SHEET 2—5

What's Authority For Me?

Directions: On the lines below, list five different people in authority who have an effect on your life. Use their roles or names or both.

a. ______________________ b. ______________________

c. ______________________ d. ______________________

e. ______________________

Activity: Looking over this list, can you make a definition of authority?

AUTHORITY MEANS: ______________________

____

Each of the persons on the list above may use different means to enforce rules and exercise his or her authority. You may do things for people you love simply because they ask. You may do things for a boss because he or she will fire you if you don't. You may do things for the principal because he or she is an important person whom you respect.

For each of the examples below check the box which shows what method the speaker is using to enforce the rule.

1. I'm your teacher and I told you to do it.
2. You have to come to work on time or you will be docked for a full hour.
3. I'll beat you up if you don't stop taking my belongings without permission.
4. The rule about not talking in a fire drill is so that you can hear directions.
5. Look, I'm your friend. I care about you and I don't want to see you get in trouble.

Using the five statements listed above, check the appropriate box on the table below indicating how that person is exercising authority.

Methods of Enforcing Rules

	Person	Authoritative Position	Economic Force	Physical Force	Persuasion & Reasoning	Personal Relationship	Other
1.							
2.							
3.							
4.							
5.							

Using the people you listed above, place the letter in the box which shows how that person exercises authority over you. You may use a letter more than once.

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Discussion Prompters:

Answer these questions orally or in writing as your teacher suggests.

1. Which methods of enforcing rules are most effective? Why?

2. Are there situations in which you feel people use *unjustified* means tc enforce rules?

   Explain.

3. Is there a relationship between people's attitudes and how they react to "rule enforcement"? Explain.

4. Is there a relationship between people's attitudes and how they enforce rules? Explain.

5. Look at your list again. Do you have more than one check for some persons? Explain.

6. Have you ever had to enforce a rule? Explain.

7. Would you want to be somebody in authority? Why? Why not?

8. What do you expect of people in authority?

9. What should people in authority expect of you?

Conclusion: How have my feelings or ideas been affected by this activity?

ACTIVITY SHEET 2—6 SECONDARY/ELEMENTARY*

Student Objectives:

to identify persons in authority

to formulate a definition of authority

to recognize that there are different reasons for obeying an authority figure

to analyze what one expects from authority figures

Suggestions to Teacher:

Authority figures may vary from student to student: mother, father, police officer, babysitter, grandparent, teacher, team coach, older kid on the block, cleric, landlord, boss. The important thing is to lead the students to recognize that different people have different holds on us. A child may obey his mother because he likes her; but he may obey the building super because he knows that any untoward behavior can lead to eviction.

Before having the students answer the questions, lead them in an informal discussion of the same items (questions 1 through 9).

You may want to start the lesson with the quote "As long as there are rules, someone must enforce those rules." Ask whether or not students agree with the quotation. Guide students to the idea that those who enforce rules or guide behavior are authority figures.

As a follow-up activity have a person in authority and the person to whom the authority is being applied act out a situation. Other students act as evaluators and rate the way the person handles authority. Have them explain the reason for the rating. A general discussion could focus on how the class prefers people to exercise their authority. Have students reverse roles (if they were a person in authority they would now play the person to whom the authority is being applied). Then ask the participants:

How did you feel in each role?

How did you attempt to get the other person to obey your authority?

After this role play would you want to be a person in authority?

Does a person in authority have certain responsibilities in the way he or she uses authority? Explain.

Should we respect people because of their authority? Why? Why not? ("Respect the uniform, not the man.")

Suggested Activity:

Invite a panel of people in authority such as a principal, a police officer, a firefighter or manager of a plant, etc., and ask them to discuss how they enforce rules. Students could discuss the similarities and differences in their approaches.

**For elementary students ask in a brief discussion whether there are some people they obey more readily than others. If so, why is this so?*

Do people always handle authority properly?

Directions: We are going to consider some situations in which people may or may not have used their authority properly. Students may want to role play these situations.

Activity: Read the five stories below (or act them out). Then discuss and answer the questions which follow them.

a. Your teacher is very strict. He/she has made a rule that any student who has not handed in one homework assignment on time will automatically fail the class. He/she has also stated that no excuse will be accepted for failure to follow this rule.

Because of an emergency at home you were unable to complete one homework assignment. You are doing well in the class but you are afraid that you may fail the course because you did not hand in this one homework assignment.

b. You are standing in front of a candy store talking to your best friend Bob. A police car pulls up to the curb, and two police officers get out and question you and Bob. After a few minutes, they tell Bob he is under arrest for a mugging that occurred on Tuesday night. They handcuff him and take him into the policecar. You were with Bob at your house at the time that the crime was supposed to have been committed.

c. Your parents make a rule that you cannot stay out later than 11 o'clock on Friday and Saturday nights. You are sixteen years old, and all your friends can stay out much later than 11 o'clock. You are very embarrassed about this curfew that your parents have established for you.

d. A park attendant blames you for littering the play area of the park. He tells you that you cannot come into the park again. You did not litter the play area.

e. It's your first day at a new school. You walk in the wrong door. The security guard stops you and detains you for report to the dean. You are willing to go in the other door, but the guard does not listen.

1. Did any of the persons in authority abuse his/her power? If so, how?

____

____

2. In what ways might persons in authority use tone of voice, attitude or facial expression as an abuse of their authority?

____

____

____

____

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3. How would you deal with the strict teacher in incident no. 1? Below is a list of alternative actions you might take. Check which ones you think would be appropriate or inappropriate, effective or ineffective.

		Appropriate	Inappropriate	Effective	Ineffective
a.	Interrupt the teacher in class to argue with him/her.				
b.	Threaten the teacher.				
c.	Speak to the teacher's superior about this rule.				
d.	Tell your parents and ask them to make an appointment to see the teacher about this rule.				
e.	Cut the class to avoid seeing this teacher again.				
f.	Write the teacher a note explaining why you did not hand in your homework on time.				
g.	Vandalize the teacher's automobile.				
h.	Ask the teacher for an appointment after school to discuss this matter.				
i.	(other action)				

4. How would you feel if you took each of the actions above. What do you think would be the results of each of the above actions? How do you think the teacher would feel if you took each of these actions?

____

____

5. In the chart above, do you see a relationship between what is effective ("gets things done") and appropriate ("the accepted approach")?

____

____

6. Have you ever been in a position of authority (crossing guard, school monitor, umpire, referee, babysitter)? How did you use your authority in that situation?

____

____

____

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

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ACTIVITY SHEET 2—6 SECONDARY/ELEMENTARY*

Student Objectives:

to devise worthwhile strategies for reacting to persons in authority who may misuse their power

Suggestions to Teacher:

Students are invited to consider situations in which adults — out of impatience or pressure — act unfairly toward a child in their care. This kind of situation might easily develop feelings of hostility and aggressive behavior in the child.

By analyzing each situation and the kinds of behavior one might pursue, the teacher will attempt to draw from the students positive strategies which would be effective in clarifying the relationship with the adult in charge.

It is important to get a class concensus on the meanings of "appropriate" and "effective" before doing question 3.

Lead the discussion to the conclusion that the ideal strategy is equally effective and appropriate.

Divide the class into groups of three: the person in authority, the person to whom the authority is being applied and an evaluator. The person in authority and the person to whom the authority is being applied act out the situation. The evaluator rates their performance based upon the appropriatness and inappropriatness of their responses and actions.

For elementary students explain or read situations a, d, and e. Ask students after each situation whether or not the person in authority used his or her authority well. Have them role play how they would respond in each situation, focusing on a constructive way of behaving. For example, one way which can open a channel for meaningful exchange is a simple statement of how the situation makes one feel. The other person should know the effect he or she is having.

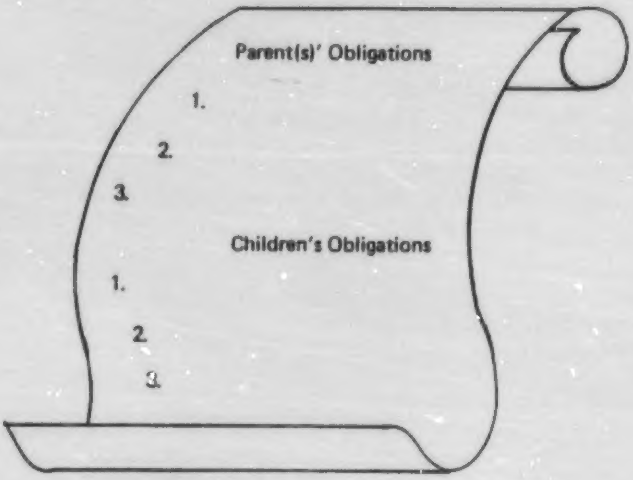
ACTIVITY SHEET 2—7

A Family Contract

Directions:

Prepare an agreement in which you list three obligations that you owe your parents and three obligations that your parents owe to you.

Activity:



Parent(s)' Obligations

1.

2.

3.

Children's Obligations

1.

2.

3.

Your teacher will divide you into groups and each group will decide by majority vote the three obligations of parents and the three obligations of children. Rank each list from most important to least important. Choose a spokesperson to defend your choices to the class.

Discussion Prompters:

What do parents owe to their children?

What do children owe to their parents?

Do boys and girls have the same obligations and responsibilities to their parents?

Do children's obligations to their parents change under the following conditions?

The children do not live at home.

The children are teenagers.

The children are married.

The children are married, live away from home, and have children of their own.

If their obligations to their parents change, explain how.

cut here to make master

Student Objectives:

to analyze the most important obligations parents have to their children, and children to their parents

Suggestions to Teacher:

This exercise allows the students to decide what the basic responsibilities of parents to children and children to parents should be. You might also want to discuss the idea that problems often center around parents and children misunderstanding or having different ideas about what is expected of them.

Other questions you might want to include in class or small-group discussion are:

> *Is the contract a good idea to use for household or homework responsibilities?*
>
> *Can giving love be considered a basic obligation? Giving respect?*

You might also want to have students roleplay common areas of disagreement between parents and children: responsibilities of children for helping in the house; working teenagers in contributing financially to the house; parents spending money for children's wants, clothes, school trips, etc. Direct the students to reverse roles, and then to have other students arbitrate the dispute based on the groups' contract obligations. If this is not practical, have the participants create a new contract which would solve the problem.

Other questions for discussion are:

> *Since parents support their children financially while the children are growing up, are children obligated to support the parents in their old age or should the government be responsible? Explain your answer.*
>
> *Should children be able to legally separate from their parents and live on their own if they feel their parents are not fulfilling basic obligations? Why? Why not?*

An additional activity is to ask students to rate themselves and their parents on how well they fulfill their obligations to each other (on a 1-10 scale). Make certain the students know this is a strictly voluntary, confidential activity. Include in the activity writing down a plan on how to better fulfill their obligations or how to talk to their parents about their own dissatisfaction.

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ACTIVITY SHEET 2—6

HOW DO THESE RELATE ?

Rules ~ Traditions ~ Laws
Ethical and Moral Codes

Directions:

Place the statements below in the most suitable category or categories: rules; moral and ethical statements; laws; and traditions.

Activity:

People stand during the pledge of allegiance.

Thou shalt not commit adultery.

Thou shalt not steal.

A ball comes down in Times Square to signify the new year.

All students must raise their hands before answering a question.

No person can be deprived of his or her right without due process of law.

A boy scout helps a senior citizen across the street.

All dog owners in New York City must clean up after their dogs.

Parents set a time curfew when their children can come home from a date.

No person under the age of 18 is permitted to vote in city, state, and federal elections.

All Presidents of the United States have been white and male.

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Rules

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

Moral and Ethical Statements

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

Laws

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

Traditions

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

ACTIVITY SHEET 2—8 SECONDARY

Student Objectives:

to be able to define rules, laws, traditions and ethical and moral codes

to be able to compare differences and similarities among these terms

Suggestions to Teacher:

Based on this exercise, have students define each of the terms: laws, rules, ethical and moral codes, tradition.

In guiding students to a working definition of **law**, *you should restrict the meaning to a rule established and enforced by a society through its government.*

The word **rule** *would then apply to particular situations such as games, or to behavior set for particular times and places, such as classroom rules and school rules. Rules are narrower in scope and enforcement is not by governmental authority.*

Moral and ethical codes *come from religion, philosophy and personal conscience. In a democratic society, laws are usually related to the moral and ethical codes of the majority of its citizens, with safeguards for the rights of the minority to exercise their own deeply held values and beliefs.*

Traditions *are ways of thinking and believing or other elements of culture passed down from generation to generation through oral communication or modeling. Rules, laws and moral and ethical codes involve the reasoning process. These are formulated through thinking of consequences within a given framework. Tradition, on the other hand, is accepted because "that is the way it has been done." This, of course, does not mean that traditional actions are illogical. There may be sound moral and intellectual reasons for traditions, but acceptance is based on "that's the way it has been done." As times change the reasons for certain traditions may no longer be valid, but the tradition itself may continue.*

Students should be asked the following questions:

Why did you place each item in the category you selected?

Did you place any item in more than one category? Explain.

How are rules, laws, ethical and moral codes and traditions different?

Is there any connections between rules and laws? Between laws and ethical and moral codes? Explain.

Where do rules, laws, traditions, and ethical and moral codes come from?

Is there a relationship between laws and moral and ethical codes? Explain.

Can an action be a violation of moral and ethical beliefs and yet not be a violation of a law? Explain. (An example might be a champion swimmer who does not attempt to save a person from drowning.

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There Ought To Be a Law!

Directions:

You have all heard people say: "There ought to be a law that . . ." On the lines below, describe one or more problems you think a law might help solve.

There ought to be a law about ______________________________

____

____

Activity:

Your teacher will divide you into groups. Select a problem for which you will write a law. Keep the following questions in mind as you compose the law.

What do you want the law to do?

To what specific acts will the law apply?

What special circumstances might you need to consider?

Are there any classes of people to whom the law should not apply?

Then write your law in the space provided.

Law: ______________________________

____

____

Additional Activities:

Exchange your laws with another group. Each group will criticize the law or present a situation in which they feel the law might not serve the purpose for which it was intended. Then the two groups together should try to amend both laws.

Examples of laws which need to be refined:

Anyone carrying a gun within the city limits will be arrested and fined $100.00.

No dogs permitted in the subways.

Anyone missing more than 20 days of school will be considered a juvenile delinquent.

Amended or Refined Law: ______________________________

____

____

____

____

Discussion Prompters:

Could this problem have been solved in another way instead of passing a law? Explain.

Did you find it difficult to write a good law? Why? Why not?

Do you think we have too many laws in New York City? Why? Why not?

Why do you think we are always changing laws and adding new laws?

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Student Objectives:

to develop criteria for formulating a law

to write a law

to describe the difficulties of preparing a good law

Suggestions to Teacher:

You may want to draw a list of problems from the whole class as a motivation. Then divide the class into equal-sized groups to decide on a problem for which they will write a law.

You may want to use the examples on the sheet to point out weakness in statements that would not stand up as law. For the first example:

> *Police have to carry guns*
> *Hunters want to have rifles.*
> *How is the problem of a possible sniper to be resolved while allowing a New York City resident the right to hunt?*
> *Should store owners be allowed to have guns?*

You may want to use the New York City Handgun Law as an example of all the different qualifications needed to write a law. (See Take Aim on Guns. *New York City Board of Education, 1980-81.)*

Another question is how easily and fairly the law can be enforced. Methods of enforcement of the law should also be general in nature so that it is flexible enough to meet changing situations and yet specific enough so that it is not left up to a wide variety of interpretation. The law should not be in conflict with any state or federal law. A representative of each group will read the law and will discuss whether the law met the stated criteria.

HAVE YOU EVER BROKEN A RULE?

Directions:

Think about the rules in your home, school and neighborhood. At some time you must have broken some rules in each place.

Activity: On the chart below fill in the answers to the questions on the top of the chart.

Rules I have broken	How did I feel when I broke the rule?	Did my breaking the rule hurt anyone?	What would I do if I felt the rule was unfair?
at home:			
at school:			
in the neighborhood:			

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Discussion Prompters:

1. Is it necessary to punish people who break rules? Explain.
2. How would our society be affected if people were not punished for breaking rules and laws?
3. Should all people receive the same punishment for breaking the same rule or law? Why or why not?
4. Can you think of any instances in which you would not punish a person for breaking a rule, a law? Explain.
5. What do you do if you think a rule is unfair at home? at school? in your neighborhood or city?
6. If you break a rule should you be willing to accept the punishment? Explain.
7. How do rules or laws get changed?

Student Objectives:

to verbalize feelings and attitudes toward rule-breaking

Suggestions to Teacher:

There are at least two important concepts to explore through this activity. The first is the idea of punishment. Is punishment necessary? Why? What is punishment intended to do? Are some kinds of punishment more effective than others? Are people convicted of crimes sometimes punished in ways that go beyond the official court verdict, e.g., difficulty of convicted person in getting a job upon release?

The second concept deals with how one can react constructively if the person thinks a rule is unfair. The most common and effective process is discussion with others, the forming of a group or organization to pressure for change, and a sustained course of action to bring attention to the issues. In some cases breaking the law or rule may be considered as a course of action. In discussing that decision students should again consider the effects; does it help their cause or hurt it? Why? Should a person be willing to accept the punishment for breaking a rule or law to protest its unfairness? What effect does breaking a rule or law and avoiding being caught have on changing the rule or law?

You might want to point out to students that in movements for social change, many people do undergo the punishment to protest the rule or law. The consideration of whether or not one is willing to undergo the specified punishment may be a good measure of how seriously a person feels about wanting to change the rule or law.

Suggested Activity:

The class could be divided into equal-sized groups to prepare a classroom constitution. To help them start, they should consider the following:

What are the goals of the class?

What rules are needed to help the class reach those goals?

What criteria should the rules meet?

What should be the penalties for breaking the rules?

The students should be guided by majority rule within their group, although minority reports will be made to the class. The class should then be assembled and a spokesperson for each group should be selected to present his or her group's set of rules. The students should then prepare a class set of rules which can be agreed upon by a majority of the students in the class.

The class might also prepare a student survey about the fairness and effectiveness of the school's rules.

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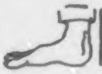
ACTIVITY SHEET 2—11



HOW DO YOU STAND?

Directions: Read the statements below and mark your reactions to each statement in one of the five columns.

Activity: Present a court case based on the idea that a law is unfair and should be struck down by the court. Your teacher will give you suggestions for cases that have occurred in the past or use your own ideas about a present law.

	prefer not to vote	agree strongly	disagree strongly	disagree	agree
a. There is never a time when it is acceptable to break a law.					
b. If great numbers of people are not keeping a law, that makes it all right for you to do the same.					
c. If you're not caught it's okay to break the law, but if you're caught, then it's not okay.					
d. If you think a law is unfair, you should break the law because that will help change it.					
e. Breaking a law is acceptable if the person is following his or her conscience and is willing to accept the penalty.					

1. Choose the statement that you felt most strongly about, either agreeing or disagreeing and explain your reasons.

2. List three ways (not including breaking a law) in which a person could try to change a law he or she thinks is unfair.

3. In a small group discuss what laws have changed in this century and what process was used to change them. Choose a spokesperson to present your conclusions to the class.

ACTIVITY SHEET 2—11 SECONDARY

Student Objectives:

to analyze personal feelings about breaking the law
to weigh the implications of widespread law-breaking

Suggestions to Teacher:

Before distributing this activity sheet, it would be a good idea to recap some of the ideas which have gone before – the importance of rules in our lives, our responsibility for each other's well being, our responsibilities for public property and our personal feelings about being victimized.

Motivate the activity by asking, "Who makes our laws? Are laws made for the well-being of society as a whole or for the well-being of the individual?"

The attitudes which the student displays in this activity are pivotal to some of the succeeding activities. (Remember that the activity sheet is a personal matter which the student may keep in his/her "Citizenship Folder.")

The class discussion after the activity should give students a chance to hear the reasons for agreeing or disagreeing with the statements. Particular laws should be used to illustrate opinions.

Probe questions might be:

> *Can a law which is unfair to an individual benefit society? Explain.*
>
> *Can the average citizen do anything about laws he/she considers unjust? Explain.*
>
> *What would happen to our society if every person decided to break every law he/she considered unjust?*

Another approach would be to present the following three quotes:

Quote No. 1	Quote No. 2	Quote No. 3
"If each person can decide whether he/she will violate a law because it is 'unjust' then there will be no law that will apply to everyone. The result will be chaos."	"To accept an unjust law is to support that law. Citizens should not obey unjust laws, but take direct peaceful action against these laws, and accept the consequences."	"We must learn to ripoff the system because the system has cheated and taken advantage of the people. If the government's behavior is unlawful, then there is no such thing as a 'crime.' "

After students have had a chance to defend their chosen positions, use the following question:

If you were to act upon the beliefs expressed in the quotation that you selected, how would each of the following be affected: Yourself? Other people? Society?

What do you consider acceptable methods of changing the law? Can one person change the law? Why? Why not? Explain.

What do you consider acceptable methods of cnanging the law?

Can one person change the law? Why? Why not? Explain.

If students have difficulty answering this question, present them with some of the famous Supreme Court decisions (e.g., the Gideon Case, the Dolly Mapp Case) in which one man or woman changed the law through court action.

Suggested Activities:

Another assignment might be research and reports presented to the class on Ghandi and Martin Luther King and how they attempted to fight against unjust laws.

Students could research various youth issues and make presentations at New York City Council and New York State legislative hearings attempting to get legislation passed.

For further information about involvement in such programs, contact Elliot Salow, Social Studies Unit, Tel. 596-6273.

ACTIVITY SHEET 2—12

SHOULD JENNIE DEMONSTRATE?

Directions: Read the situation below and analyze the reasons supporting each alternative.

Activity: *Jennie is a strong supporter of the Equal Rights Amendment for women. She believes that women have had to face a great deal of discrimination in the United States, and Jennie is committed to fighting for the ERA so that women can gain equality in this country.*

A demonstration supporting ERA is to be held on Saturday night in the park. She feels that her participation in this demonstration is important. However, the Parks Department has refused to give the group a permit to demonstrate and the Police Department has threatened to arrest anyone who participates in this unlawful demonstration.

Should Jennie participate in the demonstration?

The class will separate into small groups to discuss this dilemma. In the columns below, make notes of reasons for whichever decision you and your group would make for Jennie.

REASONS TO DEMONSTRATE	REASONS NOT TO DEMONSTRATE

Below are some other factors which might affect Jennie's decision. If the factor would lead her to demonstrate, write a D next to it. If it would convince her not to demonstrate, write a letter N next to it. Explain your answers.

a. At the last rally for ERA, violence erupted and some demonstrators as well as some police officers were hurt. ☐

b. Many of the participants who will be at the demonstration are revolutionaries supporting the overthrow of our government. ☐

c. Jennie has personally faced discrimination on her job; she has been passed over for promotion several times because the company prefers men in supervisory positions. ☐

d. Jennie admires her older sister very much. Her older sister was actively involved in demonstrations in the South during the period of the civil rights activist movement. ☐

e. Jennie's father has a bad heart. Any severe shock could kill him. ☐

f. It would be possible to get the park permit at another time if some of the more radical members of the group were not so visible. ☐

Jennie's decision could change her whole life. After all this probing, do you think she should participate? Why? ______________________________

____

How would our society be affected if every person could decide when they wanted to break the law? ______________________________

____

____

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Student Objective:

to evaluate courses of action based on the moral and ethical values each represents

Suggestions to Teacher:

Students are likely to respond to the activity by wanting to discuss the ERA and the Women's Rights Movement. Before beginning the activity you should clarify whether or not you want to allow discussion on the ERA or whether you want to focus only on the decision to committ an illegal action in the service of a cause one believes in.

The activity sheet shows students how particular circumstances might tilt the balance toward one action or another. However, students are not asked to take a position initially. Taking a position is part of the Kohlberg process and this situation may also be used as a moral dilemma on the Kohlberg model. To use Kohlberg's process, do not hand out the activity sheet. Explain the dilemma to the class. The particular circumstances listed by letter on the activity sheet may be used to provoke differences of opinion among the students. The class should divide so that at least one third of the students are on each side.

Then organize the class into small groups with each group including members who disagree with each other. Ask each group to agree on the two best reasons for Jenny to demonstrate and the two best reasons for her not to demonstrate. Each group reports to the class and lists the reasons on the chalkboard.

A general discussion follows in which the probe questions might be:

> *What effect will a violent demonstration have on the cause of the ERA?*
>
> *What consequences are there for a person having an arrest record for taking part in a demonstration?*
>
> *Which is more important, Jenny's feeling that she is doing what she believes in or Jenny's protecting her father from the shock he would feel if she were arrested?*
>
> *Does breaking a law contribute to changing it? What would be the effect on our society if everyone who disagreed with a particular law refused to keep that law?*

Suggested Activities:

Students could research the lives of such women as Susan B. Anthony, Lucretia Mott, the Grimke sister, etc.

A JOB CONTRACT: WHAT MAKES RULES CHANGE?

Directions: Read the following job contract.

> *I promise to take vital interest in all phases of Sunday School work, donating my time, service, and money without stint for the uplift and benefit of the community.*
>
> *I promise to abstain from all dancing, immodest dressing, and any other conduct unbecoming to a person in this job.*
>
> *I promise not to go out with any young man or lady except insofar as it may be necessary to stimulate Sunday School work.*
>
> *I promise not to fall in love, to become engaged, or secretly marry.*
>
> *I promise not to encourage or tolerate the least familiarity on the part of any of my charges.*
>
> *I promise to sleep at least eight hours a night, to eat carefully, and to take every precaution to keep the best of health and spirits in order that I may be better able to render efficient service.*
>
> *I promise to remember that I owe a duty to the townspeople who are paying my wages, that I owe respect to the school board, and the institution that hired me, and I shall consider myself the willing servant of the community.*

Signed____________________

Activity:

Answer these questions in a small group discussion and in writing.

1. When do you think these rules were made? Where?

____

2. What kind of job do you think this person had? Why?

____

3. Could these rules be made today? Why? Why not?

____

4. Would this contract hold up in court today? Why? Why not?

____

5. Why would this contract have been accepted at the turn of the century but not today?

____

6. What values at the time this contract was written were different from those prevalent today?

____

7. What conclusions can you draw about how values affect the rules and laws of society?

____

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ACTIVITY SHEET 2—13 SECONDARY/ELEMENTARY

Student Objectives:

to understand the relationship between values and laws

to be aware that changing values affect changes in rules and laws

to probe into reasons for changes in the law

Suggestions to Teacher:

If you haven't guessed, this is a contract which teachers had to sign at the turn of the century.

Whereas it may seem laughable to you and your students, it was taken very seriously at that time. This job contract mirrored the values of that period – values that preferred women to stay at home, values that confused one's personal life with one's professional life, values which kept an icy distance between students and teachers.

A follow-up discussion could center on how the values of a society affect laws.

> *Do laws always reflect the values of the majority of people in a democracy? How do changing values affect enforcement of laws?*
>
> *What laws are now under pressure from society's changing values?*
>
> *Is lapse of enforcement of a law an effective or appropriate way to reflect society's values? Why? Why not?*
>
> *How do citizens participate in changing laws?*

**Upper grade elementary students will probably enjoy the description read aloud, and can also discuss on a simpler level the concept of how laws are related to the values of the majority.*

ACTIVITY SHEET 2—14

Survival on the Island

Directions: Read the story carefully. Then complete the exercise that follows.

An airplane crash-lands on a deserted island. Six survivors are stranded on the island. It will probably be some time before they are rescued. The six survivors must find a way to live together until help is summoned.

Activity: Your teacher will separate you into groups of six. In these small groups, each of you will role play the personality of one of the survivors. Here are descriptions of each to help you make your roleplaying more convincing.

A YOUNG PRIEST
His faith in God is sincere and he is genuinely interested in doing what is right. He has been involved in many progressive avant-garde activities. He has been known to bend a few rules to achieve what he thinks is right.

A MIDDLE-AGED BUTCHER
He is a happy, burly fellow who is used to overeating. He is generally easy to get along with except on the matter of food. In all his life, no one has ever been able to get him to cut down.

A LITTLE GIRL
She is ten years old, terribly frightened and occasionally hysterical.

A WEALTHY DOCTOR
She is conservative, middle-class and has a great deal of money, prestige and intelligence. She is black.

A FAMOUS ACTRESS
She is spoiled, pampered and used to getting her own way. She expects everyone else to take care of her needs first. She is unwilling to make sacrifices.

A BLUE-COLLAR WORKER
He is opinionated and strong-willed, but rarely reads or thinks logically. He is full of racial biases and doesn't like most people. He has no patience with children.

Before you settle into your role, consider these characteristics of the island.

- some vegetation; probably can provide enough food, with careful rationing and total cooperation
- ample freshwater supply for drinking and bathing purposes
- hot humid climate causing some discomfort but allowing for survival without shelter; rainstorms usually occur once a day during which time the survivors must huddle together in a small area which protects them

The six of you are sitting in a clearing. You must draw up a list of rules or laws so that all of you will survive. One member of the group will probably be the notetaker while another tries to keep order at the meeting. Now it is up to you to come up with a survival plan.

Your rules will probably fall into two categories: those which are purely survival-oriented and those which have roots in your lifelong accepted set of values. Put the rules in the appropriate column.

LAWS OR RULES INFLUENCED BY VALUES	LAWS OR RULES INFLUENCED BY THE NECESSITY FOR SURVIVAL

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Student Objectives:

to understand the relationship between values and laws

to be able to differentiate laws based on values from laws based on necessity

Suggestions to Teacher:

This is, of course, a classic roleplay situation. It is not meant to be Gilligan's Island. *Rather, the students should take the situation very seriously. Even from the brief descriptions given, it should be apparent that each member of the group will have a special interest in the group law-making process.*

Groups may need help in establishing more specifics about the island and the problems that may arise. Are there fish in the surrounding waters? If someone catches a fish, is that the only person to eat it? Who cooks the fish? Will they build a shelter? Do only the people who work on the shelter get to stay in it? Will all decisions be decided by majority vote? Does the child get a vote? Does the child have to obey all the adults?

The teacher's role in this process is to move around from group to group, making sure that there is a viable note-taking operation going on and that students are getting the full range of their individual character's personality. For example, the butcher who is used to eating well will resent rationing of food. The young priest and the wealthy doctor might overlook their differences of opinion about social order to work out means of distributing food to all. The possibilities are endless. Encourage wide imagination among the role-players.

When the lists of rules or laws are finished, ask the group to divide the rules into two columns as indicated on the activity sheet. An exchange among groups to compare their rules will also be the basis for examining how rules or laws vary and what rules might be likely to change.

The teacher might ask the following debriefing questions:

How did the values of the person you portrayed influence your decision?

How did your need for survival influence your decisions?

Were you willing to compromise your beliefs to achieve agreement within your group? Explain.

Did any of the members of your group convince you to change your mind? Why? Why not?

Did you convince anyone to change his or her view? Explain.

Do you think this group would have survived on the island? Why? Why not?

Would you be willing to give up some freedom to ensure that there will be order on the island? Explain.

Are rules and laws necessary on the island? Why? Why not?

ACTIVITY SHEET 2—15

WHAT RULES? WHAT PENALTIES?

Directions: Read the example and think about the questions. Adam steals the pocket book of an 80 year old woman who is going grocery shopping. Which penalty is more suitable?

a. Adam should be sent to prison for life with no chance of getting out.

b. Adam should be warned not to do it again.

Activity: In a small group discuss a suitable penalty for Adam. What must be thought about to decide on a suitable penalty?

Additional Activity: Apply your conclusions about suitable penalities to rules for class and schools. Fill in the three columns.

	A. RULE	B. REASON FOR THE RULE	C. MOST SUITABLE PENALTY
(Sample)	Students must get to school by 8:40	Classes should not be interrupted by late students	Three unexcused latenesses warrant one hour of detention.
School-Wide	1.		
	2.		
	3.		
	4.		
	5.		
Classroom	1.		
	2.		
	3.		
	4.		
	5.		

Discussion Prompters:

Are there rules which your school does not have which you think it should? Explain.

Are there rules in your school which you think are unfair and which should be changed?

Explain. ____________________

Conclusion: How have my feelings or ideas been affected by this activity?

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Student Objectives:

to analyze the relationship between breaking rules and penalties
to structure a system of penalties for infractions of school rules

Suggestions to Teacher:

There are a variety of interesting approaches to this concept of "punishment" or penalty. You might start off by telling the class that there are places in the world today where the law prescribes that a man's hand be cut off for stealing, or where a man can be sent to a remote prison for writing something against the government. At other times in history, women were burned at the stake for supposedly practicing witchcraft.

In discussing the chart, emphasize the reason for each rule and what would happen without the rule.

Is it necessary to punish people who break rules? Explain.

How would our society be affected if people were not punished for breaking rules and laws?
Should all people receive the same punishment for breaking the same rule or law? Explain. Should the penalty fit the crime or the criminal? Explain.

In dealing with penalties for breaking the rules at home, school, in the community, who should be responsible for making and enforcing the penalties?

Should the purpose of the penalty be punishment or rehabilitation? Explain your answer.

Which is more important, what the penalty is or how the penalty is enforced?

If the students have difficulty in preparing a list of rules, the teacher might make a suggested list on the chalkboard:

- *Get to class on time*
- *Be prepared with a pen and notebook*
- *Sit in your assigned seat*
- *No food or beverages are allowed in the classroom*
- *Students must raise a hand and wait to be recognized before answering*
- *Gum chewing is not allowed*
- *Homework assignments should be completed on time*
- *Radios should be left at home*

(et cetera, depending on your school's regulations)

A class committee might also record infractions of the class rules and experiment with different penalties (approved by class majority vote) to see how each affects the keeping of the rules.

Suggested Activities:

The school or class might establish a student court to judge students who violated rules. These courts are more effective if students are trained in courtroom procedures and the adversarial process. If you are interested in establishing a student court and receiving resources and training you may want to replicate the P.A.T.C.H. program. If you are interested in this program contact Project P.A.T.C.H., Northport High School, Laurel Hill Road, Northport, New York 11768, Thomas O'Donnell (516) 261-9000, ext. 284.

ACTIVITY SHEET 2—16

Finders Keepers?

Directions: Being honest with yourself is the first step toward being honest with other people.

Activity: Read the following situation and read the list of alternatives. Check the one you would most likely choose.

> *You find a wallet in the street. In the wallet is $70 and a card with the name and address of the owner. You can use the $70 to help pay for a ten-speed bike you have wanted for a long time.*
>
> *What would you do?*

a. Keep the money and throw the wallet in the mailbox. ☐

b. Keep the money and throw the wallet in the garbage. ☐

c. Call up the owner; tell him you have his wallet and would appreciate a reward for its return. ☐

d. Write the owner a note saying that you found his wallet with the charge cards, but no money. ☐

e. Take the wallet with the money to the person's address. ☐

1. Would you change your mind if the wallet belonged to a friend? ________________

2. If there were no name in the wallet, but many family pictures, would you put an ad in the paper offering to return it to whoever could identify the contents?

3. If you had lost the wallet, would you expect to get it back? ____________________

4. Choose the words you would use to describe someone who returned the whole wallet including the money.

☐ unusual

☐ a fink

☐ honest

☐ stupid

☐ courageous

☐ highly principled

☐ religious

☐ idiotic

☐ a good citizen

☐ silly

☐ a flunky

☐ a goody-goody

5. Have you ever lost your wallet? How did you feel? Why?

6. What problems can arise for someone who loses a wallet with the following items in it: credit cards; checkbook; driver's license; birth certificate; social security card?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

ACTIVITY SHEET 2—16 SECONDARY/ELEMENTARY*

Student Objectives:

to analyze one's own attitudes toward returning lost property

to articulate one's feelings toward honest people

Suggestions to Teacher:

As the previous activity sheets touched on the individual's share of responsibility for the actions of others, this activity has only to do with one's own behavior.

In approaching this dilemma, remember that the approach here is not didactic. We want the students to come to their own conclusions about moral situations.

You may want to simply explain the dilemma and have students decide what they would do, writing the reasons why they would choose to do so.

A class discussion on this exercise should be conducted in the hypothetical. It should be clear that answers on the activity sheet are for self-analysis, not for checking or rating students on personal honesty.

Select several of the alternatives for discussion:

> *Why do you think a person would _ _ _ _ _?*
>
> *What is the thinking of a person who _ _ _ _ _?*
> *Does that way of thinking leave anything out? Explain.*
>
> *How do you feel about a person who would take that action?*
>
> *What would be the consequences if everyone thought that way and acted on it?*
>
> *If you lost a wallet would you expect to have it returned with the money? Why?*

Another approach would be to have students in small groups discuss whether a particular adage on honesty has meaning in that situation. Some of these might be:

> *Honesty is its own reward.*
>
> *Honesty is the best policy.*
>
> *What's gotten badly goes badly.*

Still another point for discussion may be a question on which items would the students rather have returned, money or credit cards, etc. For discussion use the listed items in question 6.

**For younger students this can be in the form of an oral discussion.*

ACTIVITY SHEET 2—17

WHAT IS A CRIME?

Directions:

On the lines below write your definition of a crime. After you have completed the definition, look at the list of actions below and try to decide whether or not the action is a crime. Your teacher will then divide the class into discussion groups.

Activity:

1. A crime is

2. Is it a crime to: shoot and kill another person; cut a man with a knife; burn down a house; read a book; drive a car; take drugs?

3. In your small groups try to decide what additional circumstances you would nned to know about each action before you could decide whether or not it was a crime. For example, to cut a man with a knife is not a crime if the man is a patient having an operation.

4. After you have discussed various circumstances, fill in the list below. Choose an action (one of those listed or another), and give examples of circumstances in which it is a crime and circumstances in which it is not a crime.

Shooting and Killing Another Person

action

Is a crime if: | Is not a crime if:

action

Is a crime if: | Is not a crime if:

action

Is a crime if: | Is not a crime if:

action

5. What kind of information is generally needed to decide if an action is a crime?

cut here to make master

Student Objectives:

to recognize that particular circumstances must be taken into account in defining a criminal action

to analyze general principles used in criminal law

Suggestions to Teacher:

You may want the class to come up with a quick definition of crime before handing out the sheets. The exercise should help the class realize that intent is a necessary consideration in the law. If one camper accidently cuts another camper with a knife while attempting to free his leg from a trap, it is not a criminal act. However, if the camper who is cut felt the cut was deliberate and he was not really trying to free his leg, he could press charges.

The law of the land is also a factor in determining whether or not an act would be considered criminal. Reading a book could be a criminal act if the book was forbidden by censorship laws, e.g., *certain kinds of political literature in totalitarian countries.*

Shooting another person is not considered illegal if it occurs on orders during a war, in most circumstances. However, the prosecutions for the My Lai massacre and the Nuremburg trials questioned the premise that obeying orders is never a criminal offense.

Students should emerge with an idea that the law is complex and that it is based on applying general principles to particular acts.

Suggested Activity:

Students could become court observers. They could observe cases at the Supreme Court or criminal court in their borough. They could consider the following questions:

What were the facts of the case?

What kinds of questions did the attorney ask? Were they relevant? Were they heresay? Were they opinions?

Did the attorneys seem prepared?

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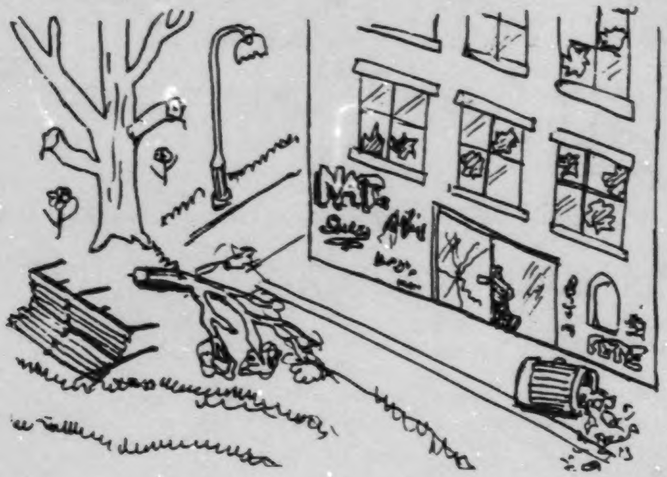
WHAT'S THE DAMAGE?

Directions:

Look at the picture below. Can you find evidences of vandalism? Circle where you think acts of vandalism took place. VANDALISM is the willful or malicious defacement or destruction of public or private property.



Activity:

Answer the following questions and discuss your responses with your class.

PERSONAL CONSEQUENCES:

1. How do you think the people who live in those buildings feel about their homes and the vandalism?

2. Do you think the people who committed the acts of vandalism live in this neighborhood? If they do, how do you think they feel?

ECONOMIC CONSEQUENCES:

3. Do you think that the damage will be repaired? Why? Why not?

4. Do you think the landlord should have to pay for repairs again and again if the vandalism is repeated? Why? Why not?

5. What do you think happens if the landlord cannot afford to pay for repairs anymore?

6. How does the vandalism affect the value of real estate or property in the neighborhood? How does it affect the landlord? The tenant? The City?

7. How do you think store owners are affected by the vandalism? What will they do?

8. There is a law that parents have to pay for the damage that their children cause. How do you think the parents of the vandals would feel about that?

Additional Activity:

In a small group discuss what can be done to prevent vandalism in your building and in your neighborhood. Present your ideas in a written or oral report to the class.

Draw a picture of the same scene without the vandalism. Discuss how each picture makes you feel.

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*This worksheet is excerpted from a separate housing curriculum which is being piloted in P.S. 145M and J.H.S. 54M in the Spring 1981 semester. The manual is now in the final stages of production and will be available from the Department of Housing Prevention and Development, Office of Program and Management Analysis, 100 Gold Street, New York, New York 10038, Tel. 566-7568.

ACTIVITY SHEET 2—18 ELEMENTARY/SECONDARY*

Student Objectives:

to recognize the personal consequences of vandalism

to analyze the economic consequences of vandalism

to develop ideas for preventing vandalism

Suggestions to Teacher:

You might want to focus the discussion on specific examples of vandalism in the neighborhood or the school.

Additional questions for the class or small-group discussion are:

> *What age group do you think commits the most vandalism? Why?*
>
> *What kinds of attitudes and feelings are connected with willfully destroying someone else's property?*
>
> *What do you think should be done to people who are caught committing vandalism?*

If the students feel that anger is connected with vandalism, you might discuss other ways of expressing anger.

Suggested Activity:

You might select some ideas presented to the class as ways to prevent vandalism and try to form a school/community group to implement the ideas.

cut here to make master

ACTIVITY SHEET 2—10

WILL BILLY COMMIT VANDALISM?

Directions: Vandalism of public property is one of the largest problems in New York City. In the following "dilemma" we are asked to consider, discuss and write honestly about Billy's dilemma.

Activity: Read the dilemma below and answer the questions.

Billy and his friends are hanging around the local park with nothing to do on a hot summer night. Johnny, his best friend, asks him to join in having some fun "redesigning" the park. Johnny starts throwing bottles at holes in the gate. The bottles splatter all over the park. Then Johnny throws rocks at the lights in the park. Billy's other friends join in the "fun." One of the boys attempts to destroy a bench with a baseball bat.

Billy knows that the scattered glass could cut someone and that his friends could be arrested for vandalism. However, Billy's friends start taunting him and calling him "Chicken" and "Sissy." Johnny says to him "C'mon join in! We're just having some fun. We're not hurting anyone. It's public property anyway. Our parents pay for the park."

1. As the scene is presented, would you have joined in this vandalism if you were Billy? Why? Why not?

2. Add onto the dilemma the fact that the police have recently been cracking down on park vandals, giving out summonses and even arresting vandals. Would this change your reaction to Johnny's invitation? Why? Why not?

3. Add on to the dilemma the fact that a little child was recently cut severely by glass left around the park.

4. Add on to the dilemma the fact that Billy has been left out of a lot of games lately because the other boys think he's too "goody-goody," too "straight." Billy wants to prove that he's one of the boys.

5. Who is harmed by the vandalism committed by Billy's friends?

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objective:

to evaluate courses of action on the basis of the moral and ethical values each represents

Suggestions to Teacher:

This is the first exercise of a number of moral dilemmas. The activity sheets have been designed so that students can answer individually. The questions bring up other factors which may call for rethinking their decision at each point. A class or small group discussion can be conducted afterward to elaborate on the ethical consequences. A summary question might ask for behaviors which could change the dilemma, e.g., talking friends out of it, suggesting something else to do.

However, these moral dilemmas are modeled on those of Kohlberg and may be conducted in that process. To use this approach, do not hand out the activity sheet. Write the dilemma on the chalkboard, read, or explain it to the class. Ask the students to take a position on what Billy should do. The additional factors presented as "add ons" on the activity sheet are for use in achieving divided opinion in the class. The point is to bring up factors that will sway sufficient numbers of students to another choice of action so that the class divides with no fewer than one third of the students on each side of the dilemma.

Ask all students in the class to write three reasons why they support or oppose Billy's joining his friends in committing acts of vandalism. Select four students to debate, two supporting each position. If points have not been sufficiently explored ask other students to join the debaters and then open the class to general discussion, using the following probe questions:

What do we owe our friends?

What do our friends owe us?

Would you ever break a law for a friend? If so, under what circumstances?

Can you answer Johnny when he says "We're not hurting anyone?"

Does it make a difference if the place being vandalized is public or private property? Explain.

You may want to use the following questions to lead students to think of consequences.

How would you feel if you could not play in the park because glass was strewn all over the playing field?

How would you feel if your little brother cut his hand on the glass in the park?

How would you feel if you wanted to sit on a park bench with a girlfriend/boyfriend and the bench had been destroyed?

How would you feel if you wanted to walk in the park at night and all the lights had been destroyed? How would you feel if you found out muggings in the park had increased since the lights had been destroyed? How would you feel if the mugging victim was someone you cared for?

ILL-FATED GARDEN

Directions: Read the story below and be prepared to talk over the problem in small-group discussions.

The principal of an intermediate school announces that a certain local firm has allocated $2,000 to the school to beautify its front yard. He also announces that the school will first conduct a contest among the students to see who can come up with the best plan for beautifying the front areaway.

Philip wants to be an architect when he grows up. Alice wants to be a horticulturist. They are both 12 years old.

Philip designs a glassed-in wooden structure for displaying notices and student work. Alice designs a garden arrangement using some rocks and some flowering plants. They share the prize for design, and work begins.

Everyone works on the project -- parents, teachers, students. They hope it will be finished by April.

One Saturday, when it is almost finished, a group of students break the glass, write graffiti all over the wooden structure and pull up the plants. When Philip and Alice come to school on Monday, they are angry and bitter. Work on the project is abandoned and the front areaway eventually looks worse than it had before.

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Activity: Using the questions below, examine this problem from several points of view.

1. What motives did the young people have who destroyed the project?
2. In what way did this act of vandalism harm the community?
3. Do you think the local firm will ever again allocate money for school improvement?
4. What effect will this incident have on Philip's plans for his future? On Alice's plans?
5. Suppose the vandals had been identified and Philip got together some friends to beat them up, would he be justified? Why? Why not?
6. Who had the most reason to be angry about the vandalism? Explain.
7. What public buildings and places are most vandalized? List them in your paper.
8. Is it a less serious crime if the property destroyed is public rather than private property? Explain your answer.
9. Does one person have the right to destroy what the public[s taxes pay for. Why not?

Student Objectives:

to empathize with those who are personally hurt by vandalism

to demonstrate how vandalism hurts everyone

Suggestions to Teacher:

The "Apple Polisher" column in the Daily News *is replete with accounts like this – up to the last paragraph. The newspaper only tells us the positive stories about small groups of young and old who reclaim abandoned yards and lots. We rarely read the heart-wrenching tales of how these efforts are sometimes destroyed by others.*

As a culminating activity, suggest that two students role-play a conversation between Philip and Alice when they discover the devastation.

Suggested Activity:

Students could get involved in community improvement projects such as turning a vacant lot into a vegetable garden, getting a fraffic light at a busy intersection which doesn't have one presently, opening a community center, etc.

WHO HAS BEEN WRITING ON THE WALLS?

Directions: Read the story, weigh the alternatives, and then answer the questions below.

Activity:

Someone has been writing the same mark on the walls and doors throughout the building. Obviously, it is the same person.

The principal offers a reward to the person who can tell him/her honestly who has been defacing the school property. The principal explains on the loudspeaker that it will cost $3000 in labor and materials to repair the damage done by this one student in the last two weeks.

One afternoon you are staying late after school to work on a project. The building is very quiet and almost empty. You come upon your friend with his/her spray can writing the same mark.

Below is a list of alternatives. On a scale of 1 to 5 try to predict your own behavior in this dilemma.

1 — most unlikely 2 — pretty unlikely 3 — maybe 4 — pretty likely

a. Report my friend to the principal and collect the reward. ☐

b. Report my friend, but turn the reward over to school's repair fund. ☐

c. Try to persuade my friend to stop writing on walls, but not tell anyone about it. ☐

d. Pretend I didn't see him/her and forget the whole idea. ☐

e. Leave an anonymous note in the principal's mailbox so no one will know I told. ☐

Weighing all the factors, answer these questions.

1. How do you think your friend would react if you threatened to tell if he or she continued?________________________________

2. How would other students react if they knew you had reported your friend?

____

3. How would you feel if a friend told about something you did? Would you remain friends with that person? Would you keep your friendship and respect the friend even more or would you end the relationship?

____

4. How could you convince your friend not to write on the walls in the first place?

____

5. Is anyone hurt by writing on walls? Explain.

____

6. What happens to those who are caught defacing property? Is it possible for the students to face both criminal and civil charges? Explain.

____

cut here to make master

Student Objectives:

to weigh one's own responsibility for the actions of others
to understand the effects of an individual's actions on others

Suggestions to Teacher:

This sheet is actually a continuation of the idea of responsibility for the actions of others. It is up to the individual teacher to decide whether to use small-group discussion or individual self-analysis in pursuing this idea. However it is done, the students should be able to come to the conclusion that "no man is an island," and that every individual decision is a pebble thrown in the pond, creating infinite ripples.

This situation of trying to prevent a friend from writing on the wall is ideal for role play. Be sure to have the students reverse roles so that each player has a chance to articulate reasons his or her friend should not write on the wall. Students acting as evaluators could choose which players were most effective and explain why those players were selected.

Suggested Activity:

If writing graffiti is a problem in your school, the exercise might be used only as a lead in to discussing the actual problem and how students feel about it. If a sufficient number of students are interested in reducing graffiti and vandalism, encourage them to organize a schoolwide campaign.

ACTIVITY SHEET 2—22

WHOSE CITY IS IT ANYWAY?

Directions: The following situations all have to do with vandalism of public property. Read each situation carefully.

A man misses his subway stop because he cannot read the map on the subway. It has been completely covered with ink markings. Later, he is so angry that when he sees a child writing on a subway wall, he grabs him and threatens to have him arrested.

The first monument erected to the memory of John F. Kennedy is in Brooklyn's Prospect Park. It is a large block of marble with a simple bust of the late President attached to the front. It has been covered with graffiti almost since it was dedicated. Imagine a situation in which the teen-age son of the late President is passing by and sees another young man his age writing all over the monument.

Carl's four-year-old brother Max has a bad habit of drawing pictures on the walls at home. When Carl gets angry at Max for drawing on his new rock star poster, Max says that he sees people in the subways doing the same thing.

Elliot gets together six friends and they show up at their neighborhood gym to play basketball. The custodian tells Elliot that because of extensive vandalism, the hours of the gymnasium have been cut in half.

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Activity: Choose one of the above situations and role play the conversation which would ensue between the two persons. After you have worked out the roleplay, discuss the different points of view of each person.

You may also want to write down the dialogue and make a mini-play.

Student Objectives:

to explore through roleplay the feelings of people affected by vandalism of public property

to discuss the price that we pay for vandalism

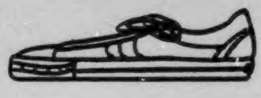
Suggestions to Teacher:

This exercise is designed to bring home to the students the effects of vandalism. Be sure to have the vandals and the injured parties exchange roles so that a large number of the class have the experience of trying to empathize with someone who is angry at vandalism.

You may also want to have the written scenes performed and give follow-up assignments for original situations with the same theme.

ACTIVITY SHEET 2—23

WOULD YOU TAKE A PAIR OF SNEAKERS ?



Directions: Read the story carefully and answer the questions that follow.

Activity:

Jim is a 16-year old boy who lives in a very poor neighborhood. His parents cannot afford to buy him a new pair of sneakers. He has been wearing the same sneakers for three years and they are too small and have holes in them.

On a warm summer night in July there is a blackout in Jim's neighborhood. People are looting the sporting goods store across the street from Jim's apartment house. Jim knows where the sporting store keeps its sneakers.

Should Jim steal a pair of sneakers?

Pretend you are Jim. (Put yourself in his sneakers.) Below is a list of circumstances which might color your decision to steal or not to steal. In the boxes provided, write **S** for any circumstance which might convince you to steal and **H** for any circumstance which would convince you to be honest.

a. The owner of the store has always been very friendly to you and your family. ☐

b. You need the sneakers to play on a team and you've been too embarrassed to tell them you can't afford new ones. ☐

c. The owner of the store has often shortchanged your brothers and refused to take back faulty merchandise. ☐

d. Your father is fanatical about honesty and he will ask where you got the sneakers. ☐

e. The police have an emergency directive to shoot looters on sight. ☐

f. You already have a list of youthful offenses. The counselor has warned you that one more offense will send you away from home. ☐

g. You've never stolen anything in your life. You expect to become an Air Force pilot and you want a clean record. ☐

h. You saw a movie about Moses and the Ten Commandments. You remember the one that said "Thou shalt not steal." ☐

i. All your friends are looting. If you don't get the sneakers, someone else will. ☐

Answer these questions.

1. Why do people say that looting during an emergency is even worse than everyday stealing?

____

____

2. What are the long range effects of looting on the businessperson? the neighborhood? insurance rates? little children?

____

____

cut here to make master

Student Objective:

to evaluate courses of action on the basis of the moral and ethical value each represents

Suggestions to Teacher:

The activity sheet, if filled out individually, will help students recognize how particular circumstances can affect the decision one makes or the difficulty with which one makes the decision. However this approach does not require the student to actually make a choice.

To use the Kohlberg approach to a moral dilemma, do not hand out the activity sheet. Explain the dilemma to the class. Use the circumstances from a to i as needed to provoke difference of opinion in the class. No fewer than a third of the students should advocate each opinion.

Divide the class into groups of five to eight students. Each group should consist of people who agree about the action to be taken in this dilemma. Have each group work out a list of reasons for holding their viewpoint. After the students have worked for a period of time on this initial task, have each group select three reasons which reflect the best reasoning. Then have half the students in each group exchange places with those of a group with an opposing view. The students summarize the conclusions of their former groups for each other and discuss the reasoning briefly.

In general discussion use the following probe questions:

> *Many people believe looting is even worse than stealing because it is taking advantage of circumstances beyond anyone's control, like a natural disaster. Do you agree? Explain.*
>
> *How would prices be affected after a store was looted? How would this affect customers?*
>
> *What would happen to New York City if most people looted everytime there was a blackout? Who is harmed by looting? Does it make a difference if it is large department store or a small "mom and pop" store that is being looted? Explain.*
>
> *Would looting be more justified if the storeowner had been overcharging customers? If the storeowner was of a different race than the looter? Why?*
>
> *Is anyone ever justified in taking an item without purchasing it? Why? Why not?*

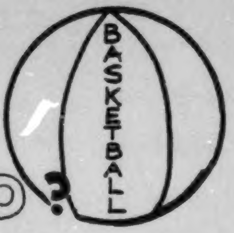
To develop empathy for victims of looting have groups of students role play and/or write scripts for the following scenes or any other they can think of.

> *A store owner being told by several insurance company representatives that his store cannot be reinsured.*
>
> *A husband and wife come in to their looted store after the police have alerted them.*
>
> *A store owner tells his family that he has no money to fix the store and reorder stock; that he will have to go into bankruptcy.*
>
> *A young student returns a basketball to a storekeeper whose store has been completely ruined.*

Before the roleplays have the characters write a brief description and background for the characters they will play.

ACTIVITY SHEET 2—24

THE STOLEN



WHAT WOULD YOU DO?

Directions: Read the story, weigh the alternatives, and then answer the questions below.

Activity:

The lights went out in the city and people in your neighborhood are breaking into stores and taking goods.

Your friend takes a basketball from the sporting goods store.

What will you most likely do?

Below is a list of alternatives. On a scale of 1 to 5, try to predict your own behavior in this dilemma.

1 — most unlikely 2 — pretty unlikely 3 — maybe 4 — pretty likely 5 — most likely

a. Report your friend to the police. ☐

b. Pretend you didn't see your friend take the basketball. ☐

c. Go to the store to try and steal your own basketball. ☐

d. Ask your friend if you could play with the ball. ☐

e. Try to stop your friend from taking the basketball. ☐

f. Tell your friend to return the basketball. ☐

g. Tell your friend you will never play with a stolen ball. ☐

h. Tell your friend you think he's wrong to take the ball. ☐

Optional Activity:

After the blackout, many people are trying to sell you "hot" merchandise. You can buy a fifty-dollar watch for five dollars. Should you buy it?

Here are some factors which might help you decide:

☐ If I don't buy it, someone else will.

☐ If no one bought stolen goods, stealing wouldn't be so profitable.

☐ The blackout was an unusual situation.

☐ You will be committing a crime and can be arrested for possession of stolen goods.

☐ It is morally wrong to purchase something that is stolen.

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to relate personal values to a common social and moral dilemma

Suggestions to Teacher:

There are two points for discussion in this exercise. The first is a situation in which a friend is breaking the law. It is clear that students would rarely consider reporting their friend. In guiding the discussion you will probably want to focus on using one's influence as a friend in the most effective way. You might consider the following:

> *If your friend gets away with the crime, he/she might commit other crimes.*
>
> *If your friend gets caught he/she would have to answer to juvenile authorities.*
>
> *It is wrong to take someone else's property.*
>
> *How would you feel if someone took your basketball?*
>
> *How might prices be affected because the storeowners merchandise has been stolen?*

You may want to use other situations in the hypothetical. "If you believe your friend is wrong in what he or she is about to do, what can you do about it?" You might ask students to role play a situation in which one person refuses to go along with the other's illegal action. Ask the participants how the behavior of the person who said "no" affected the other person's feelings about his or her action.

The second part of the exercise deals with receiving stolen goods. As a motivation you might write on the chalkboard the old proverb: "He who holds the ladder is just as guilty as the thief."

Ask, "How does this proverb relate to buying stolen goods?"

As a culminating activity, encourage the students to write about situations in which they have been offered stolen merchandise to purchase. Ask them to be as honest as possible about their feelings and reactions to the offer.

This situation may be considered also in how it relates to the neighborhood. What will happen to the neighborhood if the small stores are looted? If most people in the neighborhood were not looting how would it have affected the people who were? When is a neighbor's opinion important? What factors make neighbors' opinions important?

ACTIVITY SHEET 2—25

WOULD YOU STOP A MUGGING?

Directions: Read the following incident and consider some alternative actions you might take.

Activity: Check the column appropriate to each alternative and answer the questions that follow.

You look out your window and see an elderly woman being mugged by two teenagers. The woman yells for help and fiercely holds onto her pocketbook. One of the muggers pulls out a knife.

	I would consider it	I would probably try it	I would definitely not try it
a. I would close my window and ignore the situation.			
b. I would get a neighbor to help me stop the muggers.			
c. I would call the police emergency number.			
d. I would grab a weapon and go out to defend the woman.			
e. I would yell down to the muggers that I am coming with help.			
f. I would yell down to the woman to stop resisting or she might get hurt.			

1. What do you think would be the results of your action in terms of the mugger, the victim, yourself, society? How would your choice of alternative behavior change if the victim were your mother? Your friend?

2. Has anyone you know ever been mugged? How did it affect him or her?

3. Have you ever risked danger to yourself to help someone else? Describe this incident on the lines below. You may want to share it with your classmates.

4. Recently, a young husband and father was fatally stabbed by a mugger when he tried to retrieve a woman's stolen pocketbook. The bag had only $2.00 in it. Imagine a dialogue between the man's widow and the lady whose bag he rescued. Write or role play the dialogue.

5. Role play a TV interview with a 70-year old woman who was mugged.

6. Write or improvise an interview in which a group of people in a subway or on the street prevented a mugging. (If you are going to role play the scene or the interview, decide as a group exactly what happened.)

7. What action would you want other people to take if a friend or relative were being mugged?

cut here to make master

Student Objectives:

to become more sensitive to the trauma suffered by victims of mugging

to weigh one's personal willingness to risk danger to help another

Suggestions to Teacher:

Wide press coverage is being given to persons receiving "Good Samaritan" awards from the city. However, there are also stories of people who got hurt or killed trying to help another person. The alternatives listed present extremes of personal risk and doing nothing. You may want to have the students come up with their own alternatives, and check their reactions.

You might ask the following questions:

> *Would your safety or the safety of the victim be more important to you in the incident? Explain.*
>
> *Are there any ways you could help the victim without endangering yourself?*
>
> *What are the long range results of citizens not trying to prevent muggings? Not assisting in the prevention of crime?*

Students could be asked to list as many ways to help without risking a personal attack as they can devise — yelling, calling the police, throwing something, rousing others to act in a large group.

It is important not to categorize as a coward everyone who does not attempt to physically stop the attackers. On the other hand, we must also recognize that cooperation among citizens is our most viable weapon against thieves and muggers.

Of course any of the suggestions for roleplay may be redirected as writing experiences.

If any students in the class have been mugged, ask them if they would be willing to discuss the incident. Of course, a student should not be pressed, as he or she may feel too emotional about the experience to be able to talk comfortably to the class.

Suggested Activity:

Students might also interview people who have been mugged, asking about the effects upon their lives. Such interviews are also good as writing assignments. Any experiences in which a person was helped by others should be shared with the class.

ACTIVITY SHEET 2—26

WHY DON'T EYEWITNESSES TRY TO STOP CRIME ?

Directions: Below are opening lines of four speeches answering the above question. Your teacher will assign groups to read and present arguments supporting one of the four viewpoints.

Activity: Read aloud the statement and present your group's arguments to the class.

SPEAKER I

The breakdown of family and community is the primary cause of non-involvement. One American in four moves every year; the small-town resident to the city in search of opportunity, the city dweller to the suburbs in search of peace. In the new environment he/she feels no identity, sinks no roots, has no stake in what happens in the community. . . . He/she adjusts by shutting things out and not getting involved.

The feeling of belonging, a feeling of community, is the key to involvement.

SPEAKER II

The basis of non-involvement is fear: fear of hurting someone or, more often, fear of getting hurt. Everyone is afraid of retaliation by the criminal, fear of losing time in court as a witness.

SPEAKER III

The cumbersome and slow-moving legal process and the tendency to understand rather than punish criminals are the causes of citizen non-involvement. Despairing of getting satisfaction, people do not press charges.

SPEAKER IV

The self-image is what makes a person act. If an individual has a strong self-image, he/she gets it from expected sources – a father and mother primarily, and sometimes a teacher and preacher. If that self-image is strong enough, it makes you confront events that you would rather avoid. You call the police. You stop and give aid. At times you even take risks.

Answer these questions:

1. Which student do you think made the best presentation? Why?

   ____

2. Which set of reasons do you personally think is most crucial to the problem of non-involvement? ________________________

3. One psychologist said about this murder; "It makes us ask whether the city is a community or a jungle." Explain the meaning of this statement.

   crucial/ ________________________________

4. Should people who do not get involved in preventing crime be fined or punished in any way? Explain. ________________________

5. Would the people in your neighborhood have reacted the same way as the 38 eyewitnesses to the Kitty Genovese murder? Why or why not?

   ____

   ____

cut here to make master

Student Objectives:

to analyze the reasons for non-involvement

to suggest measures to combat the roots of non-involvement

Suggestions to Teacher:

These four different analyses of the roots of "non-involvement" represent the views of experts on human behavior. At the end of the panel discussion (or debate – it's up to you and your class to decide which approach is preferable), it is to be hoped that students will recognize that there is an element of truth in each of the four points of view.

The important thing is to have students really articulate (orally or graphically) measures for combating the attitudes which foster "non-involvement."

Suggested Activities:

Students could be asked to design a different program to deal with each of the reasons for non-involvement offered in this exercise. Students could brainstorm ideas to encourage more citizen involvement in crime prevention in their communities. They might coordinate this program with local police and attempt to implement it. Suggestions might include a "blockwatching" program to report crimes. Before embarking on this project students must contact the local police precinct and ask for the community relations officer so that they can receive proper training. Other ideas are bicycle safety programs developed in cooperation with the police, an escort service for the elderly. Prepare and distribute brochures dealing with crime prevention.

Suggested Activity:

Students who are seventeen years old can join the auxillary police. Contact police officer Errol Johnson, 793-2727.

ACTIVITY SHEET 2—27

WHY DIDN'T THEY HELP?

Directions:

Read the following account of a murder. Then answer the questions.

One of the most well-known crimes in recent history is the murder of Kitty Genovese. It is remembered not so much because a young woman died in agony calling for help; there have been many such deaths. It is remembered because thiry-eight people could have helped and did not. Miss Genovese was stabbed by her killer three times in three separate attacks. During the first attack lights went on and a man yelled out the window "Let that girl alone." The murderer went to his car. Nobody came to help her. Nobody called the police.

Miss Genovese painfully made her way toward her own apartment building through a parking lot. The man returned and stabbed her a second time. She called out "I'm dying, I'm dying." Lights went on. People heard her cries. The murderer got into his car and drove away. Nobody called the police. Nobody came to help.

Miss Genovese made it to the door of the apartment house and inside. Before she could get to the stairs the killer found her for the third time and stabbed her again. Approximately thirty-five minutes had passed between the time of the first attack and Miss Genovese's death. Close to the time of her death, the police received a phone call from a neighbor. When they arrived only two minutes later to find Miss Genovese dead, the neighbor told them that he had not wanted to get involved. So he had first called a friend in Albany to discuss what to do. Then he had gone across the roof to the apartment of a seventy-year old woman to ask her to make the call. Finally he had telephoned the police.

Later questioning by police turned up 37 other people who saw what was happening or heard Miss Genovese's cries and did nothing at all to help.

Activity:

1. Why do you think some of the 37 people did not call the police?

2. What are some of the reasons people do not want to get involved?

3. One psychologist said about this murder; "It makes us ask whether the city is a community or a jungle." Explain the meaning of this statement.

4. What do you think are the factors that make a "community?"

5. Would the people in your neighborhood have reacted the same way as the 38 eyewitnesses to the Kitty Genovese murder? Why or why not?

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

ACTIVITY SHEET 2—27 SECONDARY/ELEMENTARY

Student Objective:

to understand that if everyone decides to "let someone else do it," the consequences are tragic

Suggestions to Teacher:

You may want to divide the class into small groups and have each group answer one of the first four questions and report to the class.

You may also want to have groups role play what may have gone on in the homes of various "witnesses."

This should bring out responses such as:

> *Somebody else will call.*
>
> *I don't want to take time off to testify.*
>
> *She's walking so she must be all right.*
>
> *I don't want to bother to check.*
>
> *There's no point in calling the police, the man will be gone before they get there.*

Afterward be sure that the class points out what is wrong with such responses. If students accept those responses, ask them to role play a situation in which they are questioned by police officers, reporters or a member of Kitty Genovese's family.

Probe questions might include the following:

> *Do you think those who did nothing bear any responsibility for Miss Genovese's death? If so, how much responsibility?*
>
> *Do you think failure to report a crime should be punishable by law? If so, what should be the penalty?*
>
> *Would such a law be enforceable? Why or why not?*
>
> *What factors do you think encourage people to help someone in trouble?*

The next exercise illustrates what happens when numbers of people become involved. The nonreaction in the Kitty Genovese slaying is cited as a reason for taking action.

cut here to make master

ACTIVITY SHEET 2—28

THEY ALL HELPED

Directions:

Read the story and answer the questions.

Activity:

After the Genovese murder a number of stories appeared in newspapers of people who did help. The story below is an adaptation from an article in the *Daily News*, June 16, 1973, by Ellen Fleysher and John Murphy. The incident happened several years after the Genovese slaying.

> *Three men approached Edward Walton, 40, on West 75th Street in Manhattan and demanded his money. He had no cash. They searched him and even removed his shoes. They took his watch and fled. At 81st Street they stopped Susan Shevlin, 19, and her male companion. They knocked the man to the ground, hit and punched Miss Shevlin, and took her purse with $5.00 in it. As the muggers ran, witnesses chased after them. Others called the police. To escape their pursuers, the three men jumped into a taxi and locked the doors against their pursuers. People stopped to inquire what was happening and the crowd grew larger and larger.*
>
> *By the time the police arrived approximately 70 people had surrounded the taxi. One person at the scene expressed the feelings of many people in the group when he said to the arresting officer, "We don't want any Kitty Genoveses in this neighborhood.*

1. List the factors which would affect people's responses in a situation like the one above.

____

____

____

2. Why do you think people helped to apprehend Miss Shevlin's attackers and did nothing to help Miss Genovese?

____

____

____

3. Was the reporting of Miss Genovese's death a factor in the way people responded to Miss Shevlin? Explain.

____

____

____

4. Is it important for one person to take the lead before others will follow in attempting to prevent crime? ______________________

____

____

Additional Activity:

Role play or write a situation in which someone has acted to help another person in serious trouble. Use your own experiences or your imagination.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to recognize that people can and do step in to help if they believe they should

Suggestions to Teacher:

Many factors affect a person's reaction in any situation, but one of the most important factors is a persons' attitude about helping other people. The Kitty Genovese story stirred people into recognition that if everyone lets "somebody else" do it, our society could become a nightmare of human indifference.

The man in the news story seems to be expressing a general feeling that many people are eager to do their best to prevent that from happening.

In answering the first question, other practical factors are:

One person took the lead and others followed in pursuing the mugger.

The hour was earlier.

People were on the street and saw the crime occur.

Somebody was actively pursuing the criminal and asking particular people to help — person-to-person contact.

In the Genovese case, there was no actual person-to-person contact. Miss Genovese could not single out a particular person looking out a window to ask him or her to do something. The hour was very late and it is also possible that people could not see clearly what was happening. But according to the story, the main reason was simply apathy or fear about getting involved. Wanting to or not is the crucial factor. As further discussion you might ask if students feel there is currently comparable feeling in the public of not wanting to get involved or if the general climate has changed.

Suggested Activity:

Keep a bulletin board of newspaper stories of Good Samaritans. Include class-written stories from students' own experiences.

cut here to make master

ACTIVITY SHEET 2—29

ARMS AND THE CITIZEN

Directions: Read the scene below aloud. After discussion as a class or in small groups, write the answer to the questions below on a separate paper.

Activity: *It is March 30, 1981. The Lee family has just finished dinner, and they are talking. The family members are John (8), JoAnne (13), Ted (18), Mrs. Lee (40), and Mr. Lee (41).*

John: Why did he want to kill the President?

JoAnne: He's just crazy. There are always some people like that around.

John: If he's crazy, why did they let him have a gun?

Mrs. Lee: That's a good question.

Mr. Lee: If he had lived in New York City, he would have had to get a permit.

JoAnne: If somebody wants to get a gun, they'll get a gun.

Mrs. Lee: But some states make it very easy for people to get guns. I think the easier it is to get a gun, the more guns there'll be; and the more guns there are around, the more shootings we'll have. We are just lucky this time that the President's alive.

John: They shot President Lincoln too, didn't they?

Ted: Yes, and they shot President Kennedy and Robert Kennedy and Martin Luther King. Sometimes I think there's something wrong with this country. Why do we try to kill our leaders?

Mr. Lee: I don't think anyone knows the answer to that. It's not just leaders either. We are a violent country. Maybe gun control would help, but I'm not sure.

JoAnne: I think making it harder to get guns just makes it harder for the good people. Good people who would feel safer with a gun in the house should have one.

Ted: What if you shot somebody by mistake? That happens, you know. I heard a story about a woman who was alone and got frightened by hearing somebody outside. She grabbed the gun they kept in the closet and fired at somebody she saw through the back window. It was her husband. He worked nights and he had gotten sick on the job and came home without calling cause he didn't want to wake her up. She shot him and he died.

JoAnne: Well, supposing it was a prowler and she saved herself from getting hurt or killed. A few mistakes are worth it.

Ted: I don't think so. Would you feel safer if nearly everybody you knew had a gun? What do you think would happen?

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Discussion Prompters:

1. How would you answer Ted? ______________________________

2. Whose viewpoint on gun control is closest to yours? Why? ______________________________

3. What is your opinion on gun control? ______________________________

Student Objectives:

to consider various viewpoints on gun control

to express one's own opinion orally or in writing

Suggestions to Teacher:

Use the reading of the scene to stimulate interest in the topic. There are many additional lessons and suggested activities in Taking Aim at Guns: A Teacher's Handbook *(Board of Education of the City of New York, 1981). Some of the following suggestions have been excerpted and adapted from the booklet.*

To spark debate you may want to use the following quotes from Crime in America *by Ramsey Clark (New York:Simon & Schuster Inc., 1970).*

> . . . The average citizen with a gun acting in self defense—housewife, bus driver, liquor store clerk—is a greater danger to himself and innocent people in the vicinity than is the crime he would prevent.

The opposing view could be expressed by the following.

> Licensing guns will only make it difficult for law abiding citizens to protect themselves. It will not affect criminals access to guns.

You may want to make this a formal debate, giving students time to research the topic, relating the proportion of violent crime committed with hand guns to more or less stringent gun control laws.

A less formal approach is simply to collect current articles for or against strict gun control and newspaper accounts of crimes which might be used to support either thesis.

Another activity would be to roleplay interviews with victims or victims' families about their views on gun controls. In the TV movie, Gun in the House, *the housewife who shoots one of two assailants and kills him is unable to use the gun when the second assailant comes back. Another topic for students' doing a role play or writing a mini-script is the feelings of someone who kills a criminal or injures or kills someone by mistake.*

Suggested Activity:

Invite a member of the police department to speak on the New York City handgun law and its effect on crime.

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ACTIVITY SHEET 2—30

HOW MUCH RESPONSIBILITY IS YOURS?

Directions: Sometimes people feel responsible for the actions of others. There are many levels of this "sense of responsibility." Below is a continuum of responsibility ranging from 0 - 10.

Activity:

0	1	2	3	4	5	6	7	8	9	10
not responsible at all					some share in the responsibility					just as responsible as the person who did it

Next to each of the situations below, write the number which indicates your sense of responsibility for the disaster or crime.

a. You bring a hunting knife to school, and you lend it to your friend. That same day your friend stabs someone with the knife. Indicate how much of the responsibility for the crime is yours. ☐

b. Your landlord has not repaired the garbage compactor in some time. In desperation, you dump the garbage into a vacant lot. A few hours later, a rat comes out of the garbage pile and bites a young child. How much of the responsibility is yours? ☐

c. You are aware that a member of your family has been smoking in bed. You don't say anything because you don't want to start a family argument. The next day a fire starts in your apartment and that relative is burned to death in bed. How much of the responsibility is yours? ☐

d. The Six O'Clock News shows a police drawing of the Backyard Rapist. You recognize that it is one of your friends. There is a police number to call, but you don't call. The next morning you see a headline: BACKYARD RAPIST STRIKES AGAIN. How much responsibility do you take for the rape? ☐

e. You meet a drunken man on the subway. He's looking for a certain station. You tell him to get off at the wrong one. The next day you hear that he was mugged and killed in that station. Are you in any way responsible? ☐

f. You introduce two of your friends who had never met before. They become regular buddies and begin to hold up stores together. Are you responsible? ☐

g. You are the in the school bathroom and you hear two other students planning to set off a "cherry bomb." The explosive sticks look bigger than firecrackers. You go away and don't report it. The "bomb" goes off blowing a hole in the plumbing and causing extensive water damage. Should you feel any responsibility? ☐

If you rated yourself 5 or less for any of the situations listed, explain on the lines below who does bear the responsibility for the bad outcome.

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Student Objectives:

to analyze personal responsibility for the actions of others

to weigh degrees of personal responsibility in a variety of situations

Suggestions to Teacher:

Studies in this area of responsibility for the actions of others have shown that there are many factors which may affect the perceptions of young people in the matter. Some of these factors are:

- *personal participation in the event*
- *time elapsed between initiation and culmination*
- *proximity to the scene of the occurrence*

Perceptions will differ. There are no wrong and right answers in this exercise, nor are there any desirable set of numbers on the continuum. To generate discussion on the subject, arrange the students in pairs or small groups to compare answers and discuss wide variations in numbering. Or, you might draw the continuum on the blackboard. As a situation is read aloud students could stand by the part of the continuum which coincides with their views.

The concept that should emerge is that one's actions do affect others. When these actions are the result of thoughtlessness and disregard for other people, one does bear a degree of responsibility for any negative consequences. The reverse is also true. A follow-up lesson or assignment might be to ask students to report on positive consequences in which they have had some share of responsibility. Perhaps they encouraged a friend to try out for a team and the person made it. Or they warned someone about a danger and the person was saved from harm by taking the warning. Ask students to list five actions that contributed to positive consequences.

**The latter approach of thinking of ways in which a helpful action has contributed to desirable consequence can be used in elementary school by having children describe an action that has had a share in making something good happen. Pointing this out periodically as part of classroom procedure is good reinforcement. "Five students have watered the plants; the plants are growing well. Everyone picked up a piece of paper; the room is clean."*

PART 3. THE GOOD CITIZEN

The vitality of a democratic society depends on the informed participation of its citizens in the political process. Individuals have direct political impact when they exercise their right to vote, serve on juries and participate in the civic life of their communities. Individuals also impact on society through personal action. Although the effect is not perceived directly, each individual choice which exemplifies cooperation, acceptance of responsibility and respect for the rights of others, contributes to the total quality of life for all citizens.

Part 3 focuses on both these aspects of citizenship. In the first exercise students are asked to create their own definition of the good citizen. In the following exercises they explore what qualities, attitudes and actions comprise good citizenship, using their definitions as a guide. The second group of activity sheets centers on the political process, the importance of jury service, criteria for selecting political candidates, ways and means for participating in community affairs. The last exercise asks students to evaluate themselves as good citizens.

Number	Title
3-1	The Good Citizen
3-2	Are These People Good Citizens?
3-3	Good Citizen Award
3-4	Are You Someone Who?
3-5	How Does a Good Citizen Act?
3-6	Do You Act on Your Beliefs?
3-7	What are My Rights and Responsibilities?
3-8	I've Got My Rights!
3-9	Can You Balance the Scale?
3-10	Should Mr. Jordan Serve on the Jury?
3-11	How to Pick the Class President
3-12	Whom Will You Vote For?
3-13	Jack's Dilemma: Birds of a Feather
3-14	Should George Vote for the Death Penalty?
3-15	What Conditions Do You Make?
3-16	The Fast Food Dilemma
3-17	What Is My C.Q.? (Citizenship Quotient)

Suggestions for Early Childhood Use: Part 3

The main concept for early childhood is that certain kinds of action mark the good citizen. There are an infinite number of activities which exemplify good citizenship in our daily lives. These actions have in common meeting responsibilities, respecting the rights of others, cooperating with others, and going out of ones way to help others.

The activity sheets which can be readily adapted are 3-1, 3-2, 3-3, 3-4, 3-7, 3-9, 3-11, and 3-17. The ideas in these activities can be elicited from the children in guided oral discussion.

For example in 3-1 you might simply ask "What do good citizens do that shows us they are good citizens?" As the children come up with ideas, list these on the chalkboard. Then have the children categorize the action, in terms of what it shows, meeting responsibilities, helping others, etc. When a number of actions have been analyzed as to how they show good citizenship, write a definition of the good citizen together.

On activity sheet 3-2 the newspaper articles should be read aloud or explained and the children could discuss the particular kind of citizenship presented in each story. That activity could generate a discussion of magazine and newspaper pictures showing heroism and community service. Scrapbooks, individual or class, could be developed and from these students could make their own experience chart. You might even run a "Citizen of the Week" program to recognize the student who did something for the class that merits the award.

In Activity 3—7, *What Are My Rights and Responsibilities?*, the class discussion should take the form of role playing, preferably in the housekeeping area of the room. The exercise would involve creating a dramatization of a "family" and the creation of a "family book." Children could dress up in different "costumes" to indicate the roles they are playing. The action of the role-play would point up the rights and responsibilities of the various members of the family. Songs could be used in the play, and children's artwork and design in the book.

To continue with the concept of rights and responsibilities, Activity 3—8, *I've Got My Rights!*, might involve a discussion of the "right" of all the students to all the equipment in the room. However, they must develop rules for sharing based on a "take-turns" procedure. Among the materials to be shared would be paints, the easel, smocks. As the rules are developed, they can be listed on an experience chart. The follow-up discussion should emphasize that, while they have the "right" to express themselves using whatever art materials are available, they are equally "responsible" for cleaning up afterwards so that the next person can exercise the same "right."

This approach is a reinforcement for the activity of making rules suggested in Part 2.

Activity 3-11 is also appropriate for the primary grades. Questions can be discussed as these relate to a class election. The children can vote for class offices, tally votes and create the duties of the officers. The concept of voting can be reinforced through voting on a special activity for the day, etc. If young children recognize that voting is an action of all good citizens, they have the basic concept for later understanding of the importance of elections in a democratic society.

For activity 3-17 the students can use a scale from 1 to 5 to rate themselves as good citizens in the class. The class could discuss what kinds of action would earn a 5 and low students could suggest specific goals to raise their ratings.

ACTIVITY SHEET 3—1

The Good Citizen?

Directions:

Using plus and minus (– means not applicable or irrelevant: + means very applicable) grade the following attitudes and actions in terms of whether they demonstrate good citizenship.

Activity:

ATTITUDES

- ☐ respect for those in authority (teachers, policemen, judges)
- ☐ respect for property of others
- ☐ fear of heights – traffic
- ☐ love of flowers
- ☐ interest in public affairs
- ☐ interest in astrology
- ☐ interest in disco-dancing
- ☐ distaste for graffiti on buses
- ☐ sympathy for older or handicapped people
- ☐ consideration for opinion of others

ACTIONS

- ☐ fund-raising for a youth group
- ☐ playing baseball on Sunday
- ☐ cleaning up after your dog
- ☐ rescuing neighbors from a burning building
- ☐ listening to punk rock music
- ☐ planning a block party with your block association
- ☐ volunteering in a hospital
- ☐ standing on the corner talking to your friends
- ☐ participating in anti-Nuke rally

Now look down your list of plus signs. Write your own definition of "good citizenship."

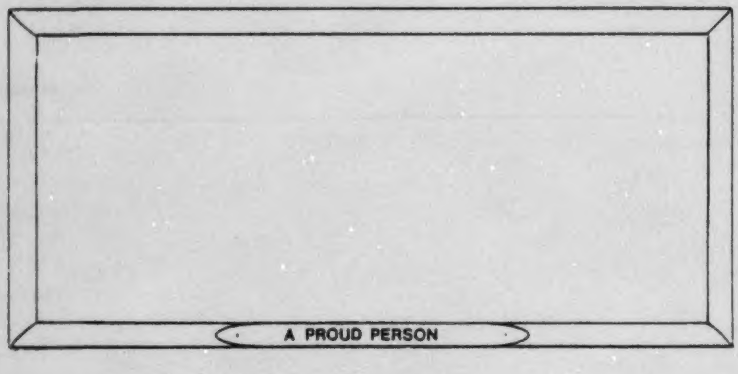
____

____

____

____

Now the teacher will write some definitions on the chalkboard and see where we differ. Let's see if we can draw a class picture of the Good Citizen:



DRAW THE FACE HERE
LABEL WITH GOOD CITIZEN ATTITUDES
AND GOOD CITIZEN MODES OF BEHAVIOR

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ACTIVITY SHEET 3—1 SECONDARY/ELEMENTARY*

Student Objectives:

to examine the relationship between attitudes and actions
to differentiate between attitudes and modes of behavior
to formulate a definition of "good citizen"

Suggestions to Teacher:

Rather than give out this activity sheet, you may want to divide the students into groups to develop their own list of attitudes or actions which would exemplify good citizenship. Then have the groups exchange lists. From a list of actions have the next group write the attitudes which the actions express. For the attitudes listed have the second group write or present several actions which would illustrate that attitude.

In the process of checking which attitudes and which modes of behavior mark the good citizen, it is hoped that the students will recognize that fear of heights, love of flowers, interest in astrology and disco dancing have nothing at all to do with good citizenship. Certainly, listening to a certain kind of music is a mode of behavior which is a matter of personal preference and not an aspect of good citizenship.

From this analysis, the students should be able to formulate a personal definition of a good citizen. This definition is basic to the succeeding exercises.

**For elementary students a basic list of what kinds of actions make a good citizen would be a lesson. Specific actions could be given by the class and written on the chalkboard. Then they could be categorized into kinds of actions for a basic list, such as: helping others, participating in government, respecting public property, beautifying a neighborhood, being informed, respecting the rights of others. Exercise 3–4 has a good basic list of citizenship behaviors. Students could also give specific actions to illustrate each general statement.*

ACTIVITY SHEET 3—2

ARE THESE PEOPLE GOOD CITIZENS?

Directions:

Read the reprints of newspaper articles which the teacher will hand out. Then answer the questions below.

Activity:

1. Look at your list of attitudes in Activity 4—4. What attitudes does the hero cabbie have?

2. What does Joe Varon get out of helping handicapped Boy Scouts?

3. Suppose your Boys' Club had an appointed time to clear up a vacant lot and you were the only one who showed up. Would you start cleaning alone? Later, what would you say to your friends who failed to show up?

4. Explain why a hero is not necessarily a good citizen.
   Explain why every good citizen is not necessarily a hero.

5. Why do you think Juan Llado acted the way he did? Would you have acted the same way as Juan Llado did? Can we learn anything about his values from his actions?

6. Would you consider the people described in these activities to be good citizens?
   Explain. ______________________________

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Hero cabbie:

By SAM ROSENSOHN

"I'M NO HERO, amigo," said a gypsy cab driver after prosecutors praised his courageous capture of a man who allegedly set a Bronx house fire which killed two adults.

" You just don't let people kill people and get away with it," Juan Llado, 52, explained.

But authorities disagreed.

"Juan Llado is a real hero. This is the kind of man The Bronx needs more of," District Attorney Mario Merola said.

Shortly after 1 a.m. yesterday, Llado and a lady passenger stopped at a light near a three-story wooden frame house at 1168 Ogden Av.

"There was a big noise like a bomb. I saw a ball of fire come from the building and underneath the ball of fire I see this guy running away," Llado said.

"I chased the guy 15 blocks in my cab. I kept trying to stay close to him because I wanted to remember his face. I finally got close to the guy, and I yelled 'I'm a cop.'

"He was tired and hurting and he jumped in the cab, and my passenger jumped out. He was hurt, his hands were burnt, he needed a doctor, but when I stopped at the next light he jumped out and tried to run away.

" I followed him and brought him back into the cab and locked the doors.

"I then drove him back to the fire scene. There were a lot of Spanish people who were very mad at him. The guy deserved to be hit, and men wanted to hit him, but I protected him until the police came," said Llado who says he's been involved in similar incidents over the last two years.

"If there were more like Juan the arson problem would be solved over night. He didn't turn the other way, he cares about The Bronx," an exuberant Merola said.

"It's something normal, amigo, if it happened again I definitely would do the same." the 52-year-old cabbie said last night from his Upper Manhattan apartment.

Yousef Saleh, 26, of 162 E. 184th St., The Bronx was arrested for the murder of Elisa Falcone, 50, and Joesph Sepeda, 48, who both lived on the third floor.

Saleh, a Palestinian who police say has been in this country six months, allegedly set his brother's grocery store afire for either vengence or insurance money.

Saleh, whose clothes reeked of gas, was treated at Lincoln Hospital for face, hands and foot burns.

Cite Teacher for Scouting Work With Handicapped[2]

Joseph M. Varon, a health conservation teacher at Samuel J. Tilden HS in Brooklyn, has received the George Meany Award for outstanding activity on behalf of the Boy Scouts of America.

The award, presented by the New York City Central Labor Council, AFL-CIO, recognized Varon's work supervising a troop of boys who have physical, sensory or mental handicaps. The troop meets in Queens but youngsters from other locations have participated in its activities and, according to Varon, more are welcome.

"This kind of activity can be very meaningful to boys with these problems and I only wish there were more people able to donate their time for it," he added.

Varon is willing to advise any adults who are interested in scouting programs for the handicapped.

Boys' club batting cleanup in littered lot

By MARK LIFF

The vacant lot on Newman Ave. in the Clasons Point section of the Bronx is a convenient spot for car jockeys to change their oil, for trucks to dump heaps of trash and for locals to drop off garbage bags.

"Everybody comes to dump," Harold Maldonado Jr., assistant physical fitness director of the nearby Kips Bay Boys Club, said yesterday. "It's been a dumping ground for this community for five or six years."

But thanks to the muscle and sweat of the Keystone Club, a service offshoot of the Kips Bay organization, this little corner of the Big Apple will soon shine again. The guys, all ages 11 through 14, will use a $100 grant from the Parks Preservation Program to buy rakes, shovels, brooms and plastic bags to clean their neighboring lot.

"The lot, it's big, like two square blocks," Maldonado, 27, explained. "It can be used for lots of things for the kids around here."

But somehow, he added, "things have been tied up and it has to go to the city's higher-ups for us to get the lot." The litter-strewn lot "has every kind of garbage you can think of," Maldonado said.

Their grant is one of 35 awarded to neighborhood groups through the parks program, which is sponsored by the Citizens Committee for New York City in cooperation with the Parks Department. This year, $2,672 was awarded.

"I'm proud of the young men in the Keystone Club," said Rep. Mario Biaggi (D-N.Y.), their congressman. "Their efforts will serve as an inspiration to the community and will help to get rid of an eyesore."

The 1,500 members of the Kips Bay Boys Club are lucky enough to have two ballfields and a swimming pool. Kids from the Castle Hill Houses, Jamie Towers and the Monroe Houses and Rosedale Gardens near the Bruckner Expressway all take advantage of the center's facilities.

A clean lot "would mean a bigger ballfield and more accommodation," Maldonado said. "We want to show the community that somebody can really do something."

The young men have already proven their stuff to the community. Last Christmas they helped to throw a party for the residents of the Bronx Developmental Center and they have also sponsored citywide basketball games.

"They go around helping the elderly who can't get out to the store," Maldonado said, "and they help those who can."

Weekly policing effort

Once each week, the kids "do policing of the area around the club," which is at 1930 Randall Ave. Maldonado said. "They pick up garbage. Sometimes, people don't care if they hit the can or the ground."

In conjunction with the apple-polishing effort, I Love a Clean New York Inc., a nonprofit group, will kick off a street-cleaning effort next Wednesday on the steps of the Fifth Ave. library. The casts from "Grease," "Whoopie," "Eubie" and "Mummenschanz" will join city officials in a cleanup of Bryant Park.

And the Assembly Committee on the Cities is still providing "Sanitation Action Sheet" flyers to New Yorkers for help in cleanups. These are available from Assemblyman John Dearie, Committee on the Cities, 2 World Trade Center, Room 5493, New York, N.Y. 10047.

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[2] Copyright 1979 New York News Inc. Reprinted by permission (July 14, 1979, p. 23.)

[3] Reprinted by permission of The New York Teacher, United Federation of Teachers, ©1979 (June 1979, p. 10.)

Student Objectives:

to describe the range of actions which mark a good citizen

to analyze the nature of heroism versus the nature of citizenship

Suggestions to Teacher:

As a motivation for this lesson, suggest to the students that some of the greatest heroes in the world are the people we never hear about.

These three articles show a wide variety of commendable behavior — saving a life, working with the handicapped on a volunteer basis, improving the neighborhood.

Of course, these are only suggestions. You may prefer to choose articles out of the daily newspaper. Keep in mind when choosing them that the focus is on citizenship and heroism.

Suggested Activity:

The class could compile a scrapbook of outstanding citizens or heroes. They might also report on actions of good citizens and community groups which are not reported in the city papers.

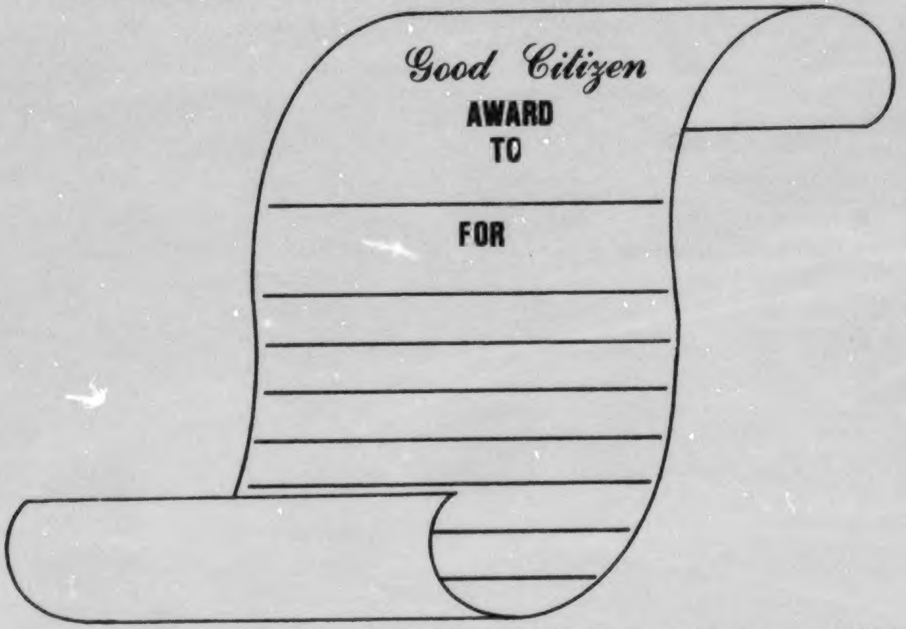
Good Citizen Award

Directions:

Select a person who should get a good citizenship award. It should be someone you know personally or about whose life you know a good deal.

Activity:

On the scroll below, neatly fill in your candidate's name and list the things he or she has done to deserve this award. What specific things has he or she done?



Now compare your scroll with those of classmates. What qualities do your candidates have in common (courage, heroism, self-sacrifice, social consciousness, leadership, etc.)?

____

____

____

In what ways would you prefer to be like the person who received the Good Citizenship Award?

____

____

What does your choice tell you about your own values? ____________________

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to apply the criteria of good citizenship to a real individual

to choose aspects of the good citizen which are worthy of emulation

Suggestions to Teacher:

In order for students to make a selection for a good citizenship award they must first understand their own values and attitudes towards good citizenship. For example, if they believe bravery is the primary quality of a good citizen then they will select someone who has performed a heroic act while if they feel that social consciousness is the most important quality they will choose somebody who has helped other people or given service to his/her community. Ask the students the following questions:

- *What qualities did the person you selected possess? Did any other people who were chosen by other students possess these same qualities?*
- *Would you like to be like the person you selected? Why? Why not?*
- *Can you determine anything about your own values from your selection?*

When the individual students have completed this activity, some of the individual "scrolls" might be posted on a "good citizen" bulletin board.

Suggested Activity:

Students could also be asked to design an emblem that best illustrates their neighborhood.

ACTIVITY SHEET 3—4

ARE YOU SOMEONE WHO?

Directions:

Check the column which indicates your *personal* answer to each question.

Activity:

ARE YOU SOMEONE WHO WOULD . . .	YES	NO	MAY-BE
___1. . . . help an older person who falls in the street?			
___2. . . . play your radio on the subway even though there are signs saying "No radio playing"?			
___3. . . . write a letter to the president of the U.S. asking to have a pothole outside your house fixed?			
___4. . . . help put up "Keep your block clean" signs for your block association?			
___5. . . . go to a community meeting to contribute your ideas on how your neighborhood could be a better place to live?			
___6. . . . listen to the opinions of someone else about the use of an abandoned piece of land?			
___7. . . . teach your younger brothers and sisters not to throw papers in the street?			
___8. . . . watch the candy store while the owner went upstairs – without stealing anything?			
___9. . . . write on subway cars?			
___10. . . . run a fire hydrant without a spray cap?			

Below is a list of some citizenship values. Your behavior on some of the above ten items might indicate which values you exemplify. Match one of the letters below with an item in the list above.

a. I show concern for the well-being and dignity of others.
b. I support just laws and the rights of all individuals.
c. I know the main structures and functions of government.
d. I participate in democratic civic improvement.
e. I understand important world, national and local civic problems.
f. I approach civic decisions rationally.
g. I help and respect my own family.
h. I respect public property
i. I recognize the shared responsibility of maintaining municipal services.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to recognize the relationship between values and modes of behavior
to analyze one's own actions as a citizen

Suggestions to Teacher:

Here the student is asked to match a value with a mode of behavior. For example, if the student checks "no" next to "write on subway cars?" he/she would match that with "I" respect public property."

Previous exercises have dealt with the good citizen in the abstract. In doing this exercise students have a chance to examine their own behavior in the light of what the class has established as good citizenship. Again, the purpose is not to check or rate students on their behavior. Papers are confidential and are for self-analysis. A follow up discussion could deal with how each of the numbered items relates to the behaviors listed from a *to* i.

Suggested Activity:

As a class students could list those behaviors they would like to change to make more people good citizens. Then develop suggestions for a program to help people change as class, school and community citizens.

For elementary schools select the simpler items from the numbered list and have students discuss which behavior shows good citizenship and why.

ACTIVITY SHEET 3—5

HOW DOES A GOOD CITIZEN ACT?

Directions: Below is a list of some citizenship values. Your behavior on some of the above ten items might indicate which values you exemplify. Match one of the letters below with an item in the list above.

Activity: appropriate column to show how much you agree with each statement. Be prepared to justify your answer.

	I AGREE STRONGLY	I AGREE	I DISAGREE	I DISAGREE STRONGLY
1. A good citizen always obeys the law, even if he/she believes that the law is unjust.				
2. A good citizen will defend the actions of his/her country, whether he/she approves of these actions or opposes them.				
3. A good citizen is willing to endanger his/her property and well-being to save the life of another.				
4. A good citizen will permit people to express their point of view, even if he/she disagrees with their opinion.				
5. A good citizen fights for the equal rights of all people (racial and ethnic minorities and people who lead alternate lifestyles).				
6. A good citizen is involved in finding solutions to the social, cultural, and economic problems of his/her community; his/her city; his/her country.				
7. A good citizen respects his neighbor's property and treats his neighbor courteously even if he/she dislikes that neighbor.				
8. A good citizen is willing to serve in the armed forces during wartime even if he does not believe in the reasons for that war.				
9. A good citizen is willing to help those who are less fortunate even if it involves personal sacrifice.				

Of all the actions above, which is the best example of good citizenship? Why? ________

Does a person have to demonstrate by his actions that he is a good citizen or is it enough to have the attitudes of a good citizen? (For example, is it necessary to be open-minded to the opinions of others in order to be a good citizen, or is it enough to *behave* as if you care?) ________

Look back at your definition of citizenship in Activity 3—1. Would you change it in any way based on the above checklist? Why? Why not? ________

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to further analyze the behavior of the good citizen

to become aware of the possibility of differences of opinion about good citizenship

to differentiate between attitudes of good citizenship and good citizen modes of behavior

Suggestions to Teacher:

There are no wrong or right answers in this activity. Students may express shades of agreement or disagreement.

The second discussion question on the sheet may require some clarification on your part. The point is that we can only recognize good citizenship by people's behavior. Believing in voting but never going to the polls is not enough.

Again students are referred back to their original definition of citizenship and asked if they would like to revise it. Open mindedness is the key to a deep and lasting understanding of the concept of citizenship.

ACTIVITY SHEET 3—6

Do you ACT on your BELIEFS?

Directions:

The following set of questions applies to the values grid drawn below. For each issue listed in the values grid, answer all of the questions either yes or no. If you answer is yes, place a "Y" in the corresponding box. If your answer is no, place an "N" in the proper box.

A. Do you know your beliefs?
B. Are you proud of your beliefs?
C. Would you state your beliefs in public?
D. Have you chosen your beliefs after considering alternative positions?
E. Have you thought of the results and consequences of your choice?
F. Have you taken any action based on your beliefs?
G. Have your actions based on these beliefs been repetitive or consistent?
H. Is anyone harmed by your actions?

VALUES GRID

ISSUES	A	B	C	D	E	F	G	H
CHEATING ON EXAMS								
DESTROYING PUBLIC PROPERTY								
PLACING GRAFFITI ON WALLS OF PUBLIC BUILDINGS								
SHOPLIFTING OF ITEMS $10 OR LESS								
SHOPLIFTING OF ITEMS MORE THAN $10								
STEALING MONEY FROM YOUR PARENTS								

cut here to make master

Do you think most students will take the same actions in real situations that they support in classroom discussions?

____
____
____

Conclusion: How have my feelings or ideas been affected by this activity?

____
____

ACTIVITY SHEET 3—6 SECONDARY/ELEMENTARY

Student Objectives:

to understand how values can affect behavior

to understand that values and behavior can be chosen after considering consequences

to recognize that it is desireable to act consistently on one's values

Suggestions to Teacher:

This exercise uses the process of valuing as explained by Louis Raths. In his analysis every person needs to learn to act on his or her freely chosen beliefs with a pattern of consistency. He outlines seven sub-processes which lead to this state of full personal development.

Prizing one's beliefs and behaviors
1— prizing and cherishing
2— publicly affirming, when appropriate

Choosing one's beliefs and behaviors
3— choosing from alternatives
4— choosing after consideration of consequences
5— choosing freely

Acting on one's beliefs
6— acting
7— acting with a pattern, consistency and repetition

Once a neutral issue is discussed, students should be asked to complete the activity sheet. Be sure to let them know it will be confidential and is for their own analysis.

When they have finished, you might simply discuss as a class whether most people support their beliefs with actions; say one thing and do another or simply have not thought about their beliefs. A summary question could be:

What kind of feelings result from believing one thing and doing another?

Before using the exercise you will probably want to take students through the process using a more neutral topic, since they may not be comfortable discussing personal beliefs or actions which are clearly anti-social.

Issues which might be used are:

Attitudes towards new class members (genera)

Reporting the breaking of rules to authorities

Exchanging homework for other persons to use or copy

Returning and/or damaging public library books

Giving to or not giving to beggars

Giving to or not giving to handicapped beggars

Once an issue is discussed students can complete the activity sheet in private. The concluding discussion might center on whether or not most people support their beliefs with activities, and the reasons why some people do not do so. Summary questions could be:

What kinds of feelings come from believing one thing and doing another?

What kinds of feelings result from acting on one's beliefs?

cut here to make master

WHAT ARE MY RIGHTS AND RESPONSIBILITIES ?

Directions: Below is a numbered list of rights and a lettered list of responsibilities. If you see a correspondence between any of these rights and responsibilities, put the letter in the blank on the left of the appropriate number.

RIGHTS

___ 1. free public education

___ 2. privacy in my own house

___ 3. participating in family decision-making

___ 4. cleanliness

___ 5. a name and ethnic background

___ 6. medical care

___ 7. safety in the streets

___ 8. ownership of personal property

___ 9. development of my artistic tastes and talents

___10. vote

RESPONSIBILITIES

a. maintenance and care of my own area and things

b. regular attendance and cooperation in school

c. obedience to family rules

d. respect for property of others

e. respect for beauty of sight and sound around me

f. vote

g. support of police in crime-fighting

h. personal grooming

i. good care of my body

j. pride in my name and background

Activity: Rights and responsibilities change as you grow from a child to a teenager to an adult. List below some rights which only younger people have, and some which only adults have.

SPECIAL RIGHTS OF CHILDREN & YOUNG PEOPLE	SPECIAL RIGHTS OF ADULTS
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

Now do the same for the corresponding responsibilities.

SPECIAL RESPONSIBILITIES OF CHILDREN AND YOUNG PEOPLE	SPECIAL RESPONSIBILITIES OF ADULTS
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

Explain why young dependent persons (such as you) have different rights and responsibilities from adults who have reached the age of majority.

____

Are there some adults who have special problems so that they continue to have the rights of children? Explain.

____

____

cut here to make master

Student Objectives:

to list at least three rights and three responsibilities of young people
to list at least three rights and three responsibilities of adults
to determine the connection between rights and responsibilities

Suggestions to Teacher:

The matching exercise is primarily intended as a warm-up to clarify the nature of rights and responsibilities and to show how they correspond. (The answers to the matching should come out b - a - c - h - j - i - g - d - e - f.) Ask class after completing the exercise:

> *Is there any connection between rights and responsibilities? Explain.*
>
> *Would you add any rights? Remove any rights? Explain.*
>
> *Would you add any responsibilities? Remove any responsibilities? Explain.*

For those who need help in filling in the blanks, here are some suggestions:

RIGHTS OF YOUNG PEOPLE

education
health care
leisure time
attention to physical needs
attention to emotional needs

RIGHTS OF ADULTS

living with family
choice of home site
allocation of personal funds
voting
privacy

RESPONSIBILITIES OF YOUNG PEOPLE

cooperation with family needs
obey school and community regulations
respect services provided
self-fulfillment

RESPONSIBILITIES OF ADULTS

a fair day's work for wages
care of one's dependents
cooperation in community needs
spending money within means

The last question on the activity sheet is optional — it refers to the handicapped who continue to have rights to care and attention even when they are adults.

I'VE GOT MY RIGHTS!

Directions: Match the following list of school rights with school responsibilities. Then complete the exercises which follow.

Activity:

RIGHTS

☐ 1. guidance services

☐ 2. examine your own records

☐ 3. know the basis for grades

☐ 4. appeal decisions to highest authority in school

☐ 5. free speech and assembly (within framework of school operation)

☐ 6. editing your own publications

☐ 7. safe learning environment

RESPONSIBILITIES

a. take home your report card

b. honesty with your advisors

c. to do your own homework and tests

d. respect the feelings and rights of others

e. consider truth and justice before writing

f. respect school property and personnel

g. obey the rules

The rights listed above have been designed for you by the school system of this city. However, there are other rights which you will continue to have all your life. We call these "absolute" or "inalienable" rights. Other rights have to be "limited" by considerations of other people's well being.

For example, defending yourself from a killer is an "absolute" right. Owning a gun is a "limited" right because the government says you must have a license to own and use a gun. Below is a list of what some people would call "rights." Check the column next to each one — absolute, limited, or not a right at all.

	absolute	limited	not a right
1. Voting in elections			
2. Protecting your house and property			
3. Participating in public protests			
4. Having enough money to live on			
5. Going to college			
6. Serving on a jury			
7. Listening to music			
8. Playing ball			
9. Loving my family and friends			
10. Learning about the world			

You have many rights as a citizen of the United States which you would not have in other countries. For example, in some countries, public assembly is forbidden. In one country, a law was recently passed which forbids listening to music. Can you list some rights you have which you would not have in another country?

cut here to make master

Student Objectives:

to match rights and responsibilities in the school world

to perceive the difference between a right and a privilege

to perceive the difference between a limited right and an absolute right

Suggestions to Teacher:

This activity is entitled "I've Got My Rights" in order to focus on the concept of absolute right — i.e., a right which no government or outside person may lawfully prevent you from exercising.

Differentiating between limited and absolute rights should foment some discussion, and there are really not too many absolute rights. For example, the right to vote is limited by age, residency, citizenship and residency requirements. The right to free speech is limited by the danger to others. No one can yell fire in a crowded theater as a right of speech. The right to swing your arm ends at somebody else's nose.

Before using the lists on the work sheet, you might want to ask students to list five rights and five responsibilities they have in school. Ask them to distinguish between rights and responsibilities. Probe questions might include:

Why are the rights you mentioned given to students?

Why are the responsibilities you stated given to students?

Would you add or subtract any rights or responsibilities?

Are rights more limited in school than in other places? Explain.

Is it a right or a privilege to go to school? Explain.

After the students have completed the exercise, ask each student to exchange with a partner and see where they differ. In pairs ask the students to discuss their differences.

In whole group discussion, highlight some of the reasons for difference. You might use such discussion pointers as these:

- *Are rights ever absolute? Why? Why not?*
- *When does a right become limited? (When it infringes on the rights of others, or when it is harmful to society.) Why? Why not?*
- *Does a group have a right to protest if there is a strong danger of violence?*
- *Should ex-convicts be allowed to hold public office?*
- *Should every adult have the same rights?*
- *Should prejudiced people be able to sit on juries?*
- *Can something be a right as well as a responsibility?*
- *Is a college education a right or a privilege?*
- *Should everyone have the right to a job or is it a responsibility of the individual to find a job? Explain.*

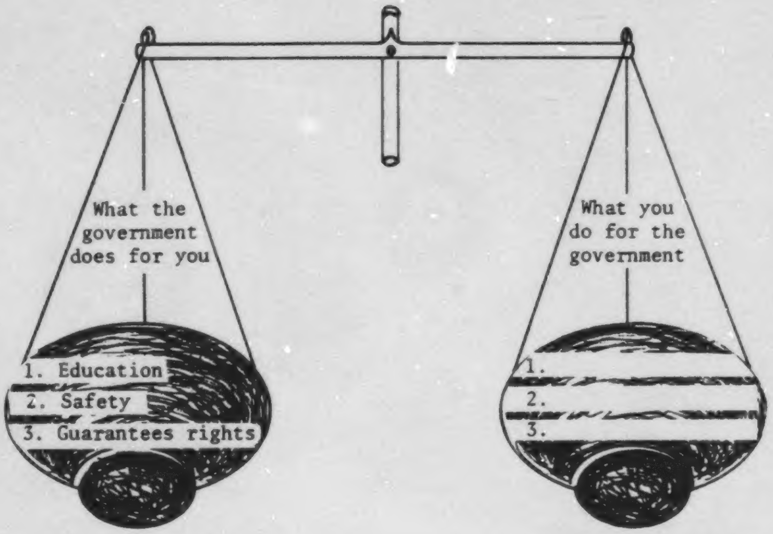
After this whole-class discussion, ask the students to reconsider their choices of "absolute," "limited," and "not a right."

As an independent project students might use the New York Times Index *to research articles on Supreme Court cases. Ask them to review several cases involving the same constitutional right and give their opinions on what limits accompany the individual's rights.*

ACTIVITY SHEET 3—9

CAN YOU BALANCE THE SCALE?

Directions: On the scales below are listed three things that the government does for its citizens, including you. However, you know that you can't get anything for nothing. In the scale on the right, list three things that you or your parents have done which you think balance the scale. Be prepared to defend your answers if they are questioned.


What the government does for you
1. Education
2. Safety
3. Guarantees rights
What you do for the government
1.
2.
3.

Activity:

1. Does the scale balance, or does the government do more for its people than the people do for the government or vice versa. Explain.

2. The motto of the United States of America is *"E Pluribus Unum"* which means "Out of the many, one." This means that the people have a voice in government, and that their voices contribute to one unified system which operates for the welfare of all.

   On the next page are some services which the government (federal, state, or municipal) operates for your benefit. Which services do you pay for directly, and which ones indirectly? Check the appropriate box. Be prepared to justify your answers.

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ACTIVITY SHEET 3—9 (continued)

Activity:

"How do we pay for . . ."	directly	indirectly	both
public education			
postal service			
medical insurance			
social security benefits			
workmen's compensation			
monitoring of mass transit			
unemployment insurance			
welfare payments			
police protection			
sanitation services			
fire fighting			

3. On those services where you checked "directly," how did you and your family pay for these services?

4. Some people pay a large percentage of their incomes in taxes to the federal, state, and city governments. Some people pay a small percentage. Why is this? Do you agree with this procedure? Why or why not?

5. Are any of the services of the above list BETTER for people who pay more taxes?

   Explain. ______

6. Do you think everyone should get the same services or that people who pay more taxes should get better services? Explain.

7. If the government pays for someone's medical school education through scholarships or loans, does the government have the right to expect that person to work as a doctor for the government until the debt is paid off? Why or why not?

8. Does the Federal Government do too much for its citizens? Why? Why not? Should local government assume more responsibility? Why? Why not?

cut here to make master

Student Objectives:

to compare a citizen's rights under our system of government and his/her corresponding responsibilities

to become familiar with government services and how citizens contribute to the cost of these services

Suggestions to Teacher:

As motivation for this exercise, write the famous John F. Kennedy quotation on the chalkboard:

> *"Ask not what your country can do for you, but ask what you can do for your country."*

For those students who have difficulty articulating items for the right side of the scale, suggest that the "you" is plural and refers to the student's whole family. In that case, some contributions might be:

- voting
- paying taxes
- serving in the armed forces
- being involved in community affairs
- obeying the laws
- answering the Census questions, etc.

As the activity continues to analyze how services are paid for, clarify the definition of the term "directly." Explain that it means services which are paid for from taxes on the citizen's personal revenues and property — postal service, police, sanitation, fire fighting. Some services are paid for partially by the citizen and partially by industry — such as social security benefits, unemployment insurance, and medical insurance. Workmen's compensation is paid for by the State and is handled by a consortium of private insurance companies. Mass transit is paid for partly through fares and partly through tax subsidies. Welfare payments are paid for directly from taxation on individual properties and revenues.

On question 4, give some surface explanation that the IRS percentages increase as the income increases — some people are in a 20% bracket and others are in a 50% bracket. This is an effort to equalize the burdens of service.

ACTIVITY SHEET 3—10

Should Mr. Jordan Serve On the Jury?

Directions: Read the story carefully and answer the questions that follow.

Activity: *Mr. Jordan is a high school social studies teacher. He has taught a course in urban affairs for several years. He always stresses to his students the importance of being good citizens, being involved in the life of the city, voting, and serving on a jury.*

Mr. Jordan is on summer vacation. He has been planning for several years to take a trip to Europe. His specially priced tour package and plane tickets are scheduled for August first.

Mr. Jordan is called in for jury duty on July 15. If he serves the minimum two weeks, he will just be able to make his plane.

During the voir-dire questioning session, Mr. Jordan is being considered for the jury in a very complicated murder trial. From the previous newspaper coverage of the murder, Mr. Jordan is certain that this murder trial will go on for four or six weeks. Although he is in no way prejudiced about the case, he could easily tell the lawyers that he has prejudged the guilt or innocence of the defendant, and thereby be excused.

Should Mr. Jordan lie to the lawyers?

1. Pretend you are Mr. Jordan. Below is a list of circumstances which might color your decision to lie to the lawyers or to be honest. In the box next to each circumstance, write L for any circumstance which might encourage you to lie; write H next to any circumstance which might push you toward total honesty. Be prepared to explain your choices.

   a. In all your years of teaching, you have always been fascinated by the idea of serving on a jury, especially for a murder trial. ☐

   b. Your wife has been counting on this trip for a long time. If you are still on jury duty, she threatens to go without you. ☐

   c. You will lose a lot of money cancelling the many reservations you made. ☐

   d. Your father and mother are refugees from a country where trial by jury does not exist. ☐

   e. You have plans to start law school next year. ☐

   f. You usually do not like traveling with your wife, and you've been looking for an excuse to get out of the trip. ☐

   g. Telling lies gives you insomnia. ☐

2. Develop some other circumstances which might affect Mr. Jordan's decision.

____

____

cut here to make master

Activity: 3. Your teacher may now divide your class into small groups to discuss Mr. Jordan's dilemma. Each group will make a list of reasons for its opinion as to whether he should or should not serve on the jury of the murder trial. Pick one person from your group who will defend the decision when the class comes back together again. Here are some probe questions you may want to use in your small group discussion.

a. What is an important reason why Mr. Jordan should serve on a jury?

b. What is an important reason why Mr. Jordan should *not* serve on a jury?

c. What civic responsibilities does Mr. Jordan have?

d. What personal responsibilities does Mr. Jordan have to his family and business?

e. Is civic responsibility or personal responsibility more important? Explain.

f. Why is it important that people be willing to serve on juries?

g. Should Mr. Jordan be forced to sacrifice his family and vacation to meet his civic responsibility?

h. If Mr. Jordan does not serve, is he still a good citizen?

i. Is anyone ever justified in being excused from jury service? Explain.

j. Would you excuse any people listed below? If so, who and why?

- a pregnant woman
- a medical surgeon
- a lawyer
- a person with a criminal record
- people who must take a financial loss by serving on a jury

k. If you were accused of a serious crime, would you want to be tried by a judge or a jury?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

ACTIVITY SHEET 3—10 SECONDARY/ELEMENTARY

Student Objective:

to become aware of the importance of serving on juries

Suggestions to Teacher:

This exercise helps students understand how the particular circumstances of a situation can influence either the decision one makes or how easily one can make the decision. The activity may also be handled as a dilemma which follows the Kohlberg process. For this approach do not hand out the activity sheet. Use only the description of the dilemma. If fewer than a third of the class chooses one course of action, then bring up circumstances which would sway students toward the minority's choice. When there is a more balanced division of opinion, divide the class into small groups of five to eight students who agree. Have the groups discuss and compile reasons for their choice, and then choose the top three reasons in rank order. The recorders for each group will place their list on the chalkboard.

Open the class for a general discussion on the better course of action and the reasons for it. Probe questions might be:

How will Mr. Jordan feel about himself as he talks to the class the following year, if he has lied and taken the trip? If he had served on the jury and missed the trip?

What would be the consequences if everyone who was inconvenienced by jury service said that he or she was prejudiced in order to be excused from serving?

Why was trial by jury included as a constitutional right? Is serving on juries a right or privilege or both? Explain.

As a continuing activity you might want to establish a classroom or school court procedure for violation of rules. This must be carefully planned and have the support of students, parents and faculty. The simulation Jury Game *will help students understand the jury selection process. There is also the* Jury Service, A Handbook for Students *which gives questions and answers on the whole jury process.**

Would we have better or worse justice without a jury system? Explain. If you were on trial would you prefer to be judged innocent or guilty by a jury or a judge? Why?

It should be pointed out to students that most instances in which people are called for jury service do not involve such difficult decisions. How would you answer somebody who said, "Jury service is a waste of time?" Students might divide into groups and prepare a group position paper to answer the person being quoted.

Students could invite a lawyer to speak about jury selection. If you are interested in a speaker contact Frances Wiener, Open Doors, Tel. 561-2002 or contact Norman Goodman, Jurors General Information and Determents, Tel. 374-8359.

Students in your school can participate in the annual interscholastic statewide Mock Trial contest sponsored by the New York State Bar Association. You can also obtain mock trial materials from the Law, Youth, and Citizenship program of the New York State Bar Association. If you are interested in participating in the mock trial contest or obtaining the materials please contact Eric Mondschein, Director, Law, Youth, and Citizenship program, Tel. (518) 474-1460.

You can visit courts to observe trials. In some instances you may be able to arrange for part-time and full-time internships in the courts. If you are interested in visiting courts or in arranging for student internships contact:

New York County
Norman Goodman, County Clerk
60 Centre Street
New York, New York 10007
Tel. (212) 374-8558

Kings County
Anthony Durso, County Clerk
360 Adams Street
Brooklyn, New York 11201
Tel. (212) 643-5894

Bronx County
Lev Levy, County Clerk
851 Grand Concourse
Bronx, New York 10451
Tel. (212) 590-3646

Queens County
John Durante, County Clerk
88-11 Sutphin Boulevard
Jamaica, New York 11435
Tel. (212) 520-3703

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*Available from the Office of Curriculum Development and Support, Production Unit, 131 Livingston Street, Brooklyn, New York 11201.

ACTIVITY SHEET 3—11

How to Pick the Class President

Directions: Read the sentences in the left hand column and mark your reaction in the appropriate column to the right.

Activity:

	A	B	C	
	Agree	Disagree	It Doesn't Matter	Why You Chose A, B, or C
The class president should be chosen by the teacher.				
The class president should be the strongest person in the class.				
The class president should be the student with the highest marks.				
The class president should be the best looking boy or girl in the class.				
The class president should be chosen by the students in the class.				
The class president should be warm and friendly				

Answer the questions below:

1. Should you nominate your friend for class president? Why? Why not? ____________
2. What qualifications does a student need to be class president? ____________
3. Would you vote for your friend if you thought another person had better qualifications? ____________
4. If you were running for class president, would you expect *all* of your friends to vote for you? Would you continue being friends with people who did not vote for you? Why? Why not? ____________
5. How would you feel if your best friend did not vote for you? ____________
6. Do you think you possess the qualities to be president of your class? Why or why not? ____________

cut here to make master

ACTIVITY SHEET 3—11 ELEMENTARY/SECONDARY*

Student Objectives:

to appreciate the power of voting as a means of expressing one's opinions
to recognize the responsibilities which go with elected office
to articulate ideas of leadershio

Suggestions to Teacher:

After the students have checked columns A, B, or C, separate the class into small groups to exchange differences of opinion. It should be apparent that not everyone thinks the same.

In a summary discussion probe questions might be:

> *What does the class president do? Is there any connection between the way you would complete the chart on the previous page and the duties of the class president?*
>
> *What would be an example of doing a good job? A poor job?*
>
> *What qualities would a person need to do a good job?*
>
> *Are we born with the qualities that make a good class president (a leader) or can these qualities and skills be taught? Why or why not?*
>
> *Do we have to know something about the functions of the office before we can decide what qualities are needed? Are there any general qualities that leaders should have?* e.g., *ability to weigh evidence and make decisions, the ability to select good assistants, the ability to command respect, etc.*
>
> *You might also ask the class to rank the qualifications they listed in order of importance from most important to least important. A list for ranking might be: experience as a leader; grades; personality; willingness to work hard; relationship to other students; relationship to the teacher.*
>
> *To actively involve the class have them define the role of the president and a way to evaluate performance. Use the evaluation at the end of the semester.*
>
> *As a beginning to the campaign you could divide the class into five groups. Each person makes a one minute presentation to their group and each group selects a candidate. These candidates prepare two-minute speeches on why they would be good presidents.*
>
> *After students vote, ask them to discuss the criteria they used to select the class president. Was it the same criteria they stated in the exercise? Explain any reasons for differences.*

Suggested Activity:

Invite a local public official to discuss the election process for people running for public office.

Work in the election campaign of a local public official whom you support. They phome number and address of all New York City elected officials can be found in "They Represent You," published by the League of Women Voters, 817 Broadway, New York, New York 10005.

Initiate an elementary school program in which students are trained in leadership skills and then form a student council. For information about a model for elementary school student governance contact Dr. Joanne Shaheen, Cottage Lane School, Blauvelt, New York 10913.

**For secondary students the same approach could be used for a more complicated job. The important concept is that an understanding of the functions of the job helps in deciding the kind of person who will do a good job.*

ACTIVITY SHEET 3—12

Whom Will You Vote For ?

Directions: Read the resumes of these three candidates for Congress. Which one of them would you support?

Activity:

Candidate I: John Dokes

John Dokes is the fifty-two-year-old Republican. He is a Protestant, and the son of a wealthy banker. He is divorced, and the father of two children. Dokes has served in various positions in city government, including that of Parks Commissioner and deputy mayor. However, John has always served in appointed jobs and has never held an elected position. He was graduated the highest in his class at Columbia University. He has a Ph.D. in economics, and he has worked in the Peace Corps. He has campaigned for reduction in the numbers of people on welfare and for a tight fiscal policy.

Candidate II: Anthony Calico

Anthony Calico, 31 years old, is the independent and liberal candidate. He is married and the father of two. He is a Catholic whose parents were immigrants from Italy. He is a prominent lawyer who has never worked in government. Calico is a war hero (Vietnam) and is considered to have high moral standards. He supports national health care, civil rights and gay rights, and increased social service to the poor. However, he has taken a strong stand on tough penalties for lawbreakers.

Candidate III: Janice Holmes

Janice Holmes is the fifty-year-old Democratic candidate. She is twice married and the mother of three. Holmes is the incumbent who has served two previous terms in Congress. She is the first black woman to be chairperson of the Judiciary Committee. Before serving in Congress, Janice Holmes was a civil rights leader. She has supported government-subsidized jobs for the poor. She has fought for more federal aid for cities, and for civil rights legislation.

1. In selecting a candidate, would you be more concerned with his/her personal life or his/her stand on issues? ________________________________

2. What qualities would you want in a public official? Does any one of the candidates above offer these qualities? ________________________________

3. Was there any single thing that persuaded you to vote for a particular candidate? Explain. ________________________________

4. Did his/her political party matter to you in your selection of a candidate to vote for? ________________________________

5. Would you vote the same way as your parents? Explain. ________________________________

6. Did your values influence your vote? Explain. ________________________________

7. Which candidate would you vote for? Why? ________________________________

8. Do you think your vote makes a difference? Why? Why not? ________________________________

cut here to make master

Student Objectives:

to determine the relative importance of the candidate's position on issues and his/her personal life

to analyze various factors influencing one's vote

Suggestions to Teacher:

This activity is self-explanatory. Questions guide students in considering what factors are important to them in choosing candidates.

As a role play the candidates might give speeches and discuss with each other and the class during a question and answer period. If you choose to present the exercise this way, have several students prepare a list of questions to be answered by the candidates.

As a follow-up activity have students rank order the factors that influence their choice of vote. If appropriate, the idea of ethnicity, religion, sex, and marital status as factors influencing voters could be discussed in relation to whether or not they were included in anyone's rank order list, and whether or not these are factors which should influence a voter's decision.

As a summary ask:

What do you think would be the short and long range results for the community of electing one of these men? Can one public official make a difference in the quality of life in a community?

ACTIVITY SHEET 3—13

Jack's Dilemma
Birds of a Feather

Directions: Read the story and answer the questions that follow.

Activity:

Jack is a public official campaigning for reelection. His record indicates that he has been honest in his voting record and representation of the voters in his district. This election is the closest race of his career, and he has been invited to share a political ticket with two candidates whose reputation for honesty is doubtful. Many of their actions and decisions have not been made in the best interests of the voters. Yet they are backed by a powerful political organization able to guarantee Jack's reelection.

Discussion Prompters:

1 Should Jack accept their offer to join forces?

2 What would be the short range and long range results of Jack's sharing the ticket with the other two candidates?

How would his election affect the voters, the community, himself?

3 Explain why you think Jack should or should not join the other candidates.

____

4 If Jack joins with them, do you think the voters will lose faith in him?

____

5 Since Jack knows that he is honest, does it matter if the other two candidates have dubious reputations? Explain.

____

6 What are the implications of Jack's name appearing on the same ballot with theirs?

____

____

7 Can Jack accept the offer and not be indebted to the other two candidates for favors and special privileges? Explain.

____

____

8 If you were Jack, which would be more important to you, getting elected or knowing that you do not become involved with dishonest public officials. Explain.

____

____

____

9 Would you vote for Jack if he ran with the other two candidates? Why or why not?

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Mattox, Beverly. Getting it together: Dilemmas for the Classroom, San Diego: Pennant Press, 1975.

Student Objective:

to evaluate alternative courses of action based on the moral and ethical values each represents

Suggestions to Teacher:

This activity asks students to weigh the effects of a politician's association with running mates of doubtful reputation. The activity sheet provides questions which raise considerations for whether or not he should run on such a ticket.

This exercise may also be used as a dilemma which follows the Kohlberg process. For this approach read or explain Jack's dilemma to the students. If class opinion on what course of action Jack should take is not divided with at least a third of the class on the minority side, select from the following modifying circumstances to sway students to the minority side.

a. *In a conference with the other candidates Jack senses that they will demand that he go along with political "deals" that he suspects are dishonest.*

b. *In a conference the other candidates and party officials make clear to Jack that his acceptance is "no strings attached" and he will be given a free hand in the conduct and policy of his office.*

c. *A lawyer friend of Jack's reveals that one of the candidates with whom he will run is likely to be investigated by the Justice Department.*

d. *He is assured by party officials that if he doesn't run on their ticket, his political career is over. They will exert all the power of the machine to see that he is not elected to any office at any time. Jack feels they can carry out that threat.*

When opinion is divided, break the class into groups of five to eight students who agree on the course of action. Have each group write a list of reasons for holding their position. Then restructure the groups so that half the students in each group change places with half the students from a group with opposite viewpoints. Each half of the new group then summarizes the reasons and how they arrived at their reasons in their previous group. Each half in turn questions and challenges the reasons offered. Then each half of the new group chooses the most appropriate reason offered by the other half of the group.

Since this procedure is complicated you may want to have specific instructions on the chalkboard.

Probe questions for group discussion might be:

> *Can Jack act independently from the other people once they are elected? Why?*
>
> *If he is elected by the machine, is he obligated to follow the political line of the machine after he is elected?*

A follow-up assignment might be to explore this idea in everyday life. How true is the saying that "one is known by the company one keeps?"

Suggested Activity:

Schools may be able to establish part-time internships for students with elected and appointed public officials. "The City of New York, Official Directory" lists all appointed officials. Contact City Hall, Tel. 566-5700, for further information. "They Represent You," published by the League of Women Voters of the City of New York, 817 Broadway, New York, New York 10003, also provides information.

Students may be able to arrange to spend one or two days with a councilmember. If you are interested in this program, contact Elliot Salow, Social Studies Unit, Tel. 596-6273.

Should George Vote for the Death Penalty?

Directions: Read the story and answer the questions that follow.

George Politico is a public official who is seeking reelection this year. He is strongly opposed to the death penalty. He believes that the death penalty is not a deterrent to murder; furthermore, he thinks it is morally wrong and uncivilized for the government to take a human life.

His constituency is composed of blue collar workers who are strong believers in the death penalty. In a recent survey, 85% of the voters in his district supported the death penalty for murder. Since he expects it to be a close election his stand on this issue might result in his defeat at the polls. In addition, his party's leadership is in favor of the death penalty and he needs their support to become chairman of the powerful finance committee, a position he has sought for a number of years.

Should he vote for the death penalty?

Activity:

1. The values in George's life which are in conflict are very simply these; a) being true to his own convictions, b) being true to the convictions of the people who placed him in office. In this matter of the death penalty, which value should George favor? Why?

2. If George votes against the death penalty, which of the following will probably result? Explain your choice.

   a. He will not be reelected. ☐

   b. His constituents will admire his courage and reelect him. ☐

   c. He will lose the support of his political party. ☐

   d. He will become chairman of the finance committee. ☐

   e. He will be selected as a candidate by an independent party which objects to the death penalty. ☐

cut here to make master

Activity: 3. The conflict between George's own beliefs and those of his constituents is not always so difficult. The following is a list of problems he might face in his law-making capacity. Mark the appropriate number from the continuum next to each item.

Personal beliefs most important	1	2	3	4	5	6	7	8	9	10	Voters' feelings come first
					irrelevant						

- a. Off-track betting ☐
- b. Legalization of prostitution ☐
- c. Legalization of marijuana ☐
- d. Federally subsidized abortions ☐
- e. Control of nuclear energy ☐
- f. Protection of endangered species ☐
- g. Changing the legal age for drinking ☐
- h. Raising postal rates ☐
- i. Censoring obscene films ☐

4. In small group discussion, consider George's dilemma using these "probe questions" to guide your discussion.

   a. As a public official, which of the following considerations would be most important to deciding how to vote on important issues?
      1. your own feelings about the issue
      2. the feeling of your constituency about the issue
      3. the feelings of your political party

   b. What does a public official owe to his or her constituency, to his/her party; to his/her personal conscience?

   c. If you were a public official, would you ever compromise your position on an issue for personal advancement? Why? Why not?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

ACTIVITY SHEET 3—14 SECONDARY

Student Objective:

to evaluate alternative actions based on the moral and ethical values each represents

Suggestions to Teacher:

This activity explores moral conflict for an elected official when personal beliefs are opposed to those of his constituents. The first example is on the issue of capital punishment. The second page of the activity extends exploration to a variety of other issues, so that students can recognize the inevitability of such conflicts. The discussion will focus on what kind of guidelines for making compromises would be acceptable.

This exercise can also be handled as a moral dilemma in the Kohlberg process. To use this approach do not hand out the activity sheet. Use only the description of George Politico's dilemma. Then select from the modifying conditions listed below to divide opinion in the class if those on one side of the question are fewer than a third of the class.

a. *When George was a boy, his next door neighbor with whom he was very friendly was convicted and executed for committing murder. Ten years later a "look alike" confessed to the murder for which the neighbor had been executed.*

b. *For years George has been working for a pilot program involving construction unions training apprentices through renovating old or abandoned buildings and making them into cooperatives for neighborhood people. Housing is a problem in his district and as chairman of the finance committee he would have an excellent chance of getting the program approved for government funds.*

c. *George is a conscientious objector through religious conviction. Voting for capital punishment would be against his religion.*

d. *George has a poll taken of constituents asking whether they feel a representative should vote as his conscience dictates or as his constituents see the issue. The results are that 70% of those polled feel the representative should vote as the constituents see the issue.*

When opinion is sufficiently divided ask students to write out three reasons why they hold their positions. Then choose four students to debate, two for each side of the issue. As the debate continues add students equally to a side. Select them on the basis of their being ready to amplify the reasons given or present new reasons. Allow free question and answer time and encourage participation from the rest of the class. Probe questions for the general discussion might be:

Do politicians have to decide ahead of time whether they will represent their own views or the views of their constituents as a general rule? Explain.

Are there any issues in which politicians should not vote against their conscience? If so, what issues?

How do politicians represent the minority opinion of their constituency?

Should politicians decide on each particular issue whether to follow their own ideas or those of the people who have elected them? Why? Why not?

What guidelines could be used in deciding when they would vote their consciences and when they would represent their voters?

Is the function of a politician to try to convince constituents of what he/she believes to be right on the issues? Why or why not?

What is political leadership?

Suggested Activity:

Survey students in your school or adults in your community to determine their feelings about the death penalty. Students might debate death penalty or invite two experts with opposing viewpoints to discuss this topic.

ACTIVITY SHEET 3—15

WHAT CONDITIONS DO YOU MAKE?

Directions:

Read the following situations carefully.

Activity:

☐ *You do not have a job for the summer. You are sitting on your stoop one day and a community worker invites you to participate in a neighborhood clean-up campaign. You agree that the neighborhood needs it, but it's awfully hot.*

☐ *You are approached by a local politician who says he will pay you to hand out his campaign leaflets. You are aware that the politician believes in the death penalty, and you don't.*

☐ *You are asked to boycott the product of your favorite soft drink company because the company has been convicted of polluting the Hudson River.*

☐ *You are told that you should not use your air conditioner this summer in order to conserve energy.*

☐ *There is a march and demonstration for the Equal Rights Amendment. You are in favor of the amendment and want to go, but your best friend is against it.*

☐ *The City government decided that one hospital in your borough must be closed. You are on a community committee that will decide which hospital it will be. The committee plans to work all night, if necessary.*

☐ *Your block association is having a cooperative sweep. The president asks you to go buy some plastic bags, promising to give you back the money later.*

☐ *You have witnessed an automobile accident. The investigating officers are looking for eye-witnesses to describe the accident. If you come forward you know that you will probably have to go to court several times when the case comes up.*

☐ *You are asked to carry a picket sign at an anti-nuclear demonstration. You are against the extension of nuclear power.*

☐ *You are asked to put in an hour of volunteer work at a fund-raiser for the school's football team. You are a football fan.*

☐ *A person is being chased down the subway stairs by someone calling "Stop, thief!" You could grab the runner and delay him.*

Each of the situations above has a box to the left. Look at the scale of conditions below. Assign to each situation the number of the conditions under which you would participate. Be prepared to defend your answers.

1. **Would not do it under any circumstances**
2. **Only if I were forced**
3. **Only if I were asked by someone I respect**
4. **Only if it didn't cost me anything**
5. **Only if there were a paying job in it for me later**
6. **Only for over $2.00 an hour**
7. **Only if others do it, too**
8. **Would do it**

cut here to make master

Student Objectives:

to identify and determine the strength of one's beliefs in certain ideas and principles

Suggestions to Teacher:

These examples are written in each case as if the hypothetical "you" agrees with the purpose of the group inviting his/her participation. The exception is the job distributing leaflets for a politician with whom the "you" does not agree. In every case the question is the same — what price is the person willing to pay to act on his/her beliefs? Is the person willing to use his/her time and effort, give up a paying job, put out his/her own money, march in a situation that might provoke violence? In discussion ask what price the person would you be paying to follow through on his/her values. Students could be asked how they would feel if they took these actions. If they did not take these actions what would be the result for them, for the community if they took these actions? If they did not take these actions?

Each of these situations might be role played in two different ways, with a person saying he/she will participate and a person saying he/she will not. This gives the other people who are asking for participation the chance to point out that a belief or value is not strongly held until one is willing to act on it. The strength of the value depends on how far one is willing to go in acting on it.

In filling out the examples, you might direct students to choose only those situations in which they can easily identify with the beliefs or values in which the "you" is asked to participate (except for the politician example, in which they should identify with the belief that there should not be capital punishment in order to understand the nature of the conflict).

THE FAST FOOD DILEMMA

Directions: Read the situation below and be ready to discuss all of its aspects with the members of your small group.

A Senior Citizens Center has been occupying space in a run-down factory building. The owners of the building have been waiting for a good offer and letting the Senior Citizens Center have the space in the meantime. The owners receive a good purchase offer from a large national chain of fast-food restaurants. They accept and tell the Senior Citizens Center that it must be out by April first so that renovations can begin.

Two groups form: one is "The Save Our Senior Citizens Center Coalition." The other is called "Welcome, Fast Food" and wants to see the restaurant get started as soon as possible.

Before you get involved with either group, what are some other facts you would like to know?

About the Senior Citizens Center's funding?

About the chances of jobs for teenagers in the restaurant?

About the kind of renovation they will do?

About the kind of food the restaurant will serve?

About other aspects of the conflict?

Activity: Once you have decided which group to join, there are many ways you can make your opinion felt. Below is a list of possible activities in which you might become involved. Using a scale of I to 5 rate each activity on its effectiveness:

least effective 1————2————3————4————5 **most effective**

☐ Write a letter to your local newspaper arguing for your view.

☐ Write a letter to the district manager of your community planning board.

☐ Write a letter to the director of the fast food chain making him aware of the community conflict.

☐ Have your own block association discuss the matter.

☐ Ask to have representatives from each group come to your school (or other meeting) to explain their point of view.

☐ Distribute leaflets door to door or at a subway entrance.

☐ Picket the site.

☐ Collect signatures on a petition to be presented to the community planning board.

☐ Wear a button.

☐ Go as a member of a delegation to see the district manager.

☐ Bring up the problem in social conversation every chance you get.

cut here to make master

Student Objectives:

to identify what information is needed to make a decision in a given situation

to determine effective methods of political and economic action to achieve specific goals

Suggestions to Teacher:

The emphasis is on the process of decision making and the process of influencing the community.

Questions which might need to be answered include: Is there another place in the neighborhood for the Center? Does a government agency supply their rent up to a certain amount? Are there organizations that would help with fund raising?

Does the restaurant hire teenagers? If so, what qualifications do they need?

Will preference be given to local people or does the restaurant hire from a central personnel department? What will the building look like? Is the food good for people? How will the traffic at the restaurant affect the people in the neighborhood?

In ranking the effectiveness of the actions you will probably want to group students and have each group come to agreement for the three top ways and the least effective way of taking action.

The class might also list specific actions they would take if they were on the side of the fast food chain:

- *raising money for another home for the elderly*
- *making noise so that the senior citizens would want to move*

Specific actions they might take if they were on the side of the elderly:

- *boycott the fast food chain in other parts of the city*
- *harass people who enter the fast food chain*

These and other actions might be rated in terms of effectiveness and appropriateness.

What would be the results of your actions?

Would anyone be harmed by your actions? Explain.

ACTIVITY SHEET 3—17

What Is your C.Q.? (Citizenship Quotient)

Directions: There are all kinds of good citizens. Not all good citizens look or act the same. How about you? Look at the continuum line below. The 0 in the middle means just that — "ho-hum," middle-of-the-road, so-so. Think for two minutes about your own behavior as a citizen, about your attitudes.

Activity:

Run your pencil along the continuum and honestly mark where you think you belong.

INDIFFERENT CITIZEN −5 −4 −3 −2 −1 0 +1 +2 +3 +4 +5 CONCERNED CITIZEN

Now on the lines below explain why you gave yourself that rating.

When the teacher announces "time's up," turn to your partner and explain why you gave yourself such a rating. If your partner disagrees with you — thinks you are more or less concerned than you think — he/she must write his/her assessment of your citizenship rating on the lines below. You must do the same for your partner.

Write on the lines below (or discuss with your class or partner), answers to the following questions:

1. Are you satisfied with your citizenship rating? ______
2. Have you ever been involved in a conspicuous good citizenship project? ______
3. Where would you like to be on the continuum? ______
4. What would you have to do to change your rating of yourself? ______

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

ACTIVITY SHEET 3—17 SECONDARY/ELEMENTARY

Student Objectives:

Student Objectives:

to evaluate one's own behavior as a citizen
to articulate reasons for one's self-rating

Suggestions to Teacher:

This continuum helps students to understand that there are many shades of gray, and that every issue cannot be viewed in terms of absolutes. After having defined good citizenship in previous exercises, the students evaluate and rate themselves in terms of their definition.

The point of question 4 is to encourage the students to plan a definite strategy for improving their situation as good citizens.

PART 4. THE CITIZEN AND THE NEIGHBORHOOD COMMUNITY

A neighborhood is both the community of people who live there and the physical environment which they share. A sense of neighborhood grows from the interactions of the people with one another and with their environment.

Part 4 is intended to build awareness of this principle. The activity sheets ask students to explore what makes a good neighbor and to evaluate themselves as neighbors. Students project what kind of help they would expect if they or members of their families were in trouble and compare their expectations with what kind of help they would be willing to give others.

The problems of physical environment are also explored starting with one's home. Exercises deal with the principle of fairness and responsibility in landlord tenant relations; then with turning a block around. Other activities simulate a meeting to form a block association and a community planning board meeting. These exercises are designed to show how people must work together to impact on the physical environment. The last two exercises focus on the ideal neighborhood. It is hoped that teachers can stimulate students' interest in making changes in their own neighborhoods; helping them recognize that working together one step at a time can make a difference.

Number	Title
4-1	What Makes a Good Neighbor?
4-2	Am I a Good Neighbor?
4-3	You're a Member of a Community
4-4	What Kind of Help Do You Expect?
4-5	What Kind of Help Would You Give?
4-6	A Landlord Tenant Contract
4-7	Where Can You Find Housing Help?
4-8	When Does a Block Turn Around?
4-9	How Will the Community Survive?
4-10	How Would You Spend the Money?
4-11	Making a Dream Come True
4-12	My Ideal Neighborhood

Suggestions for Early Childhood Use: Part 4

The basic concepts for early childhood are learning to be a good neighbor to other people and learning how to respect the physical environment of one's neighborhood. Most of the exercises can be readily adapted for early childhood. Activities 4-1, 4-2, 4-10, 4-11, and 4-12 could be used as guided oral discussion, simplifying vocabulary where needed. For example, in 4-1, "What makes a good neighbor?" would become the take-off point for a class discussion that would elicit many of the items on the activity sheet. Children could then create pictures of good neighbors and write experience charts on how neighbors have been helpful to them. The same method applies to the follow-up exercise on "Am I a Good Neighbor?"

Activities would require translating the main ideas into examples more appropriate to the children's level. For example, 4-3 — "You're a Member of a Community, teaches the concept that each group one belongs to is a different kind of community — a community of interest. To make this concept clear to young children the groups would be rhythm band, class, school, family, extended family, etc. Students could make a circle and write in it the names of all the groups to which they belong. In 4-4 and 4-5, the kind of situations should be only those in which young children could actually help — a person struggling with packages, a child with a cut finger, someone looking for a lost item, etc. In activity 4-8, you could simply tell the children the transformation of the block as it happens and discuss in a large group how each action helped the process.

What Makes a Good Neighbor?

Directions:

Below is a list of actions and qualities that might be included in what makes a good neighbor. Mark each of the actions listed below with A, B, or C.

A – I would expect this of all my neighbors

B – I would expect this of some of my neighbors

C – I would expect this only of neighbors who are also close friends

Activity:

Good Neighbors:

_____ Greet me and ask how I'm getting along when we meet.

_____ Lend me household items.

_____ Talk with me if I need someone to talk to.

_____ Help me if I am ill.

_____ Collect my mail or special deliveries if I'm not at home.

_____ Look after my home while I go on vacation.

_____ Water my yard and care for my pets when I'm away.

_____ Care for children in my family for an evening.

_____ Buy something at the supermarket for me.

_____ Pay for anything of mine they lose or break.

After a small group discussion complete the sentences below.

1. The best neighbor I ever had was ______________________________
because ______________________________

____

____

____

____

2. A good neighbor is someone who ______________________________

____

____

____

____

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

ACTIVITY SHEET 4—1 ELEMENTARY/SECONDARY

Student Objectives:

to understand that there are basic obligations which good neighbors meet

to recognize that there is a continuum of what one expects from all neighbors and what one expects from neighbors who are also good friends

to be aware that the best way to have good neighbors is to be a good neighbor

Suggestions to Teacher:

You may want to begin by asking students to tell about the best neighbor they ever had before giving out the worksheet. You might also want to elicit from students what they think are the basic obligations which one neighbor has to another, and let students develop their own lists and categories.

To help students see that there is a scale of expectation you might use the following:

I would ask my neighbor to:	yes	no	maybe
lend me a cup of sugar	___	___	___
lend me ten dollars	___	___	___
lend me an electric saw	___	___	___
lend me his automobile	___	___	___

I would ask my neighbor to:	yes	no	maybe
water my plants	___	___	___
take care of my dog	___	___	___
take care of my younger brother or sister	___	___	___

cut here to make master

If you answered maybe *for any of the previous items, under what circumstances would you do it? Explain. Under what circumstances would you not do it? Explain.*

How do your answers to the questions depend on your relations with your neighbors? What does one neighbor owe to another?

Other pivotal questions might be:

Do you know your next door neighbor?

Do you know your closest neighbor across the street?

Do you know your neighbor who lives three or four houses away?

If you live in an apartment, do you know nieghbors on other floors?

Is there a strong feeling of community and neighborhood pride in their block? Why? Why not?

What factors help build a strong community feeling? Is knowing one's neighbors a basic ingredient? Why or why not?

If students know very few of their neighbors, ask why they think they know so few of their neighbors.

Suggested Activity:

Have students become involved in organizing a building or block party and report to the class. Pictures and reports would be part of an ongoing display about good neighbors.

ACTIVITY SHEET 4—2

Am I a Good Neighbor?

Directions:

Read the list below and rate yourself on what you will do for your neighbors.

Activity:

	always	sometimes	never
Greet my neighbors when I meet them.			
Talk to my neighbors about how they are getting along.			
Spend a long time talking to neighbors if they have problems they want to discuss.			
Fix meals, buy medicines, stay with neighbors who are sick and need help.			
Collect mail or special deliveries for neighbors who are away.			
Care for a child or children in neighbors' families for an afternoon or evening.			
Buy something at the supermarket if neighbors ask.			
Return any items I have borrowed.			
Pay for anything I have accidentally damaged.			

Choose three statements for which you checked "sometimes." Explain under what circumstances you would help your neighbor in that way.

In a small group compare what kind of help you would give your neighbor with the kind of help you would expect your neighbor to give you.

1. What differences do you find?
2. How good a neighbor are you? Explain.
3. Are you a better neighbor to some people than to others? Why? What does it depend on?

Describe a situation in which you were a very good neighbor.

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to evaluate one's own behavior as a neighbor

to become aware that the kind of help one would like to receive is the kind of help one should give

Suggestions to Teacher:

This exercise is a necessary follow-up to "What Makes a Good Neighbor." The best examples of how students were good neighbors should be shared with the class. As an ongoing project a bulletin board or class journal could be updated weekly on how the students in the class have been helped by their neighbors or have given help to their neighbors.

cut here to make master

to make master

ACTIVITY SHEET 4—3

YOU'RE A MEMBER OF A COMMUNITY!

Directions: Read the following explanation of the idea of community and complete the exercises that follow.

Activity: *A community can be as small as your family or as large as the world. There are many variations in between. People who have things in common form a community. Sometimes, the reasons people become a community are social; sometimes professional; sometimes recreational; sometimes artistic; sometimes economic. The important thing is that the community has a common bond of interests.*

1. Below is a list of communities. Check those of which you are a member. (You may fill in other communities of your choice.)

1. ☐ a class in school
2. ☐ athletic team
3. ☐ a group of friends
4. ☐ a block association
5. ☐ a trade union
6. ☐ an orchestra
7. ☐ family
8. ☐ a jazz band
9. ☐ a choir
10. ☐ a newspaper staff
11. ☐ the school general organization
12. ☐ community district
13. ☐ energy conservation committee
14. ☐ the City Council
15. ☐ ______________________________

2. Now look at the communities you checked. Your role is different in each one. What do you do in each "community"?

☐ I ______________________________

☐ I ______________________________

☐ I ______________________________

☐ I ______________________________

☐ I ______________________________

☐ I ______________________________

☐ I ______________________________

Decide what your role is in each of the communities of which you are a member. Alongside your descriptions in question 2, use the blanks on the left to give a name to your role. Choose from the terms listed below.

1 – leader
2 – active participant
3 – cooperator
4 – helper
5 – blocker

3. In some groups you are a leader, in some a follower, in some an important participant. Look at your list of activities. Compare them with your partner's list to see if they are similar.

ACTIVITY SHEET 4—3 SECONDARY/ELEMENTARY*

Student Objectives:

to analyze the role of the individual as a member of various groups

to evaluate one's personal role in a dynamic group situation

to initiate a study of group dynamics

Suggestions to Teacher:

Some analysts of group dynamics situations see the individual as a modular unit who can be plugged into various situations in a variety of roles – in one group he or she may be the leader, in another the follower, in another the helper, in another the blocker. Even within the family, a person is at once brother or sister, son or daughter, grandchild, cousin, nephew or niece.

In informal class discussion give examples from the actual class of how different an individual can be in different groups – in the school orchestra you are the follower; on the baseball team, you are the captain; in the family you are the cooperator, in the block association you are the helper, etc.

In addition to discussing how one person can fulfill different roles, it is important that the concept of community be extended to include groups of neighbors and shop owners.

The people of a neighborhood are a community, and this common bond of shared community is a major factor in how each person relates to his/her neighborhood.

**For elementary students the same idea may be simplified as a series of widening circles: family, friends and neighbors, and school.*

ACTIVITY SHEET 4—4

What kind of help would you expect?

Directions:

There are seven people on the street at the time the situations listed below are happening. The people are: a young woman in her early thirties; two young men of high school age; a middle-aged married couple; three sixth grade students.

Activity:

Read the situations below and write what kind of help you would expect for yourself or the members of your family.

A. A woman is struggling with packages from the supermarket.

____

____

____

B. Your father is lying on the street seemingly unconscious.

____

____

____

C. A bigger boy/girl is starting a fight with you.

____

____

____

D. You walk up to people telling them you have just been robbed.

____

____

____

E. A girl has fallen off a bicycle and cut her hand.

____

____

____

F. Your younger brother is walking in the street crying that he is lost.

____

____

____

G. Your grandparents are being mugged.

____

____

ACTIVITY SHEET 4—4 ELEMENTARY/SECONDARY

Student Objectives:

to identify what kind of help one would like to have from fellow citizens

Suggestions to Teacher:

The point of the exercises is for students to recognize that they would like help from others if they are in a difficult or dangerous situation. The next exercise presents the obvious follow-up. Are they willing to give the kind of help they would like to receive? The two exercises are a set and should be used together.

When students have answered the questions you might select several of the situations for roleplay. Be sure to have students reverse roles, so that they can compare their feelings as the person needing help and the person who must decide whether or not to help.

Discussion questions should analyze the feelings of the person needing help as to whether or not the help was enough. For example, did he/she expect a physical interraction? Should they have taken your brother to his home or would calling the police be enough? If someone called the police and reported an unconscious man, would that be enough? It could also be pointed out as a conclusion that the age and physical strength of the person as well as his/her attutides would affect the kind of help given. The sixth graders would not be expected to intervene, the two young men might be.

ACTIVITY SHEET 4—5

WHAT KIND OF HELP WOULD YOU GIVE?

Directions:

Read the situations below and write what kind of help you would give.

Activity:

A. Your mother is struggling with packages from the supermarket.

B. A man is lying in the street unconscious.

C. An older and bigger youngster is starting a fight with a little kid.

D. A person walks up to you and says he has just been robbed.

E. A young boy is walking in the street crying. He looks lost.

F. An elderly couple is being mugged.

Discussion Prompters:

What alternative actions could you take in each incident?

What might be the results of each of your actions in terms of the other person in the incident? Yourself? Your community?

How would you feel if you took each of the actions you suggested?

What would you do in each incident?

Conclusion: How have my feelings or ideas been affected by this activity?

Student Objectives:

to recognize that one should give help if one wants to receive help

to analyze how the help one would offer matches the help one would want to receive

Suggestions to Teacher:

This exercise is a follow-up to "What kind of Help Would You Want?" Together they should make students aware that wanting help from others relates to giving help to others.

You may also want students to role play these situations and compare them with the previous roleplays.

The conclusion of the discussion might be:

> *Did you expect more, the same, or less to be done for you or your family than you were willing to do?*

ACTIVITY SHEET 4—6

A LANDLORD TENANT CONTRACT

Directions:

Draw up a contract between a tenant and landlord. Include the following information in that contract. (This is not a legal contract, but what you believe *should* be expected of tenants and landlords.)

What should the tenant expect of the landlord:

1.

2.

3.

4.

5.

6.

What should the landlord expect of the tenant?

1.

2.

3.

4.

5.

6.

You might consider the following obligations.
Should landlords be expected to:

	Sometimes	Always	Never
• fix broken appliances			
• keep outside hallways and corridors clean			
• paint the apartment			
• keep building moderized			
• give heat in winter			
• provide air conditioning in summer			
• keep the house safe from outsiders			
• not raise the rent every six months			
• keep apartment free from pests, roaches			
• fix broken windows			

Should tenants be expected to:

	Sometimes	Always	Never
• keep their apartments clean			
• paint their own apartment			
• keep outside halls clean			
• pay rent on time			
• keep building safe from outsiders			
• keep apartment free from pests, roaches			
• fix broken windows			

Would the size of the building or amount of rent paid influence any of your answers?

cut here to make master

Student Objectives:

to explain landlord and tenant responsibilities

Suggestions to Teacher:

Students should explain and justify their answers to the chart on tenant and landlord obligation that they completed. Have students discuss how they would handle a problem in which either landlords or tenants do not meet their obligations.

The class might prepare tenant/landlord disputes for homework. They might select real incidents in their life. The following day, students could be divided into triads, one playing the landlord, one the other tenant, and the third a court arbitrator. Each side explains his or her problem. Tell the class that the arbitrator's decision is binding. Students could reverse roles. If they played landlord, they would play a tenant and vica versa. They should be asked how they felt in each role and why.

The class could then discuss the fairness of the decisions. The arbitrators might be selected and given copies of the housing code the previous evening.

Suggested Activites:

Students might visit the Housing Court. If you are interested in taking the class for a visit, please contact James McAllister, Clerk of New York City, 111 Centre Street, New York, New York 10013, Tel. 374-8443.

Students could join or organize a tenants association in their building. If you are interested in organizing a tenants group, you might want to contact one of the tenant organizations listed in the following exercise.

cut here to make master

ACTIVITY SHEET 4—7

Where Can You Find Housing Help?

Directions:

Below is a list of important agencies and organizations to help landlords and tenants with their housing concerns.

Activity:

In the space in front of the organization, write the letter of the service description that matches it.

1. N.Y.C. Department of Housing Preservation and Development (HPD) (566-4440)
2. N.Y.C. Central Complaint Bureau (960-4800)
3. N.Y.C. Housing Authority (433-2525)
4. N.Y.C. Rent Stabilization Association (944-4700)
5. N.Y.C. Conciliation & Appeals Board (CAB) (265-5920)
6. N.Y.C. Rent Guidelines Board (349-2262)
7. N.Y.C. Department for the Aging (577-0800)
8. U.S. Department of Housing & Urban Development (264-8053 or 264-8019)
9. N.Y.C. Office of Rent Control (566-5054)
10. Metropolitan Council on Housing (725-4800)
11. New York State Division of Human Rights (488-5750)

SERVICE DESCRIPTIONS

a. Deals with discrimination in renting apartments.

b. Treats complaints relating to physical maintenance, health, safety, sanitation standards, or other housing violations which your landlord has not corrected upon request. Call this number with emergency complaints about lack of heat and hot water.

c. For tenants considering court action to enforce housing maintenance standards (566-6222); and for landlords who need assistance on housing matters (566-5918).

d. For tenants who live in rent-stabilized apartments and want to file applications for rent decreases, complaints, allegations of landlord harassment, and questions about lease disputes.

e. Required for landlords who own rent-stabilized apartments. It is a real estate association which provides its members with information and assistance on rent stabilization matters and offers mediation services for tenant complaints.

f. Give information and applications for low-income public housing.

g. A tenant organization for information about other such organizations in the City; for referrals to other agencies for housing problems; for tenant counseling; or offering subscription to a tenant newsletter.

h. Housing problems related to the elderly and senior citizen benefits and programs.

i. Information about maximum rents allowed, rent increase approvals, eviction grants or denials, disputes between landlord and tenants involving rent controlled apartments.

j. Information on how much rent a landlord may demand from a rent-stabilized tenant.

k. Deals with federal housing programs and related laws.

Additional Activities:

With your classmates, make a bulletin board display showing all of the agencies and organizations which can help landlords and tenants with housing problems.

Take this worksheet home and show it to your family. Encourage them to call the organizations for information and assistance.

— cut here to make master —

Adapted from *Home Sick? Try House Sense!*, a project of Housing Preservation and Development in cooperation with the New York City Board of Education.

Student Objectives:

to become familiar with the names and telephone numbers of government organizations which provide help with housing concerns and problems

to recognize which matters fall under the jurisdiction of any one organization

to consider the advisability of forming a tenant organization within a building

Suggestions to Teacher:

You may want to start with the specific housing problems which your students recognize and have feelings about, and then relate these directly to one or more of the service agency descriptions provided in the worksheet.

You may also want to open up the possibility of forming individual tenant organizations through which tenants can cooperatively address common problems and deal more effectively with the building management and with government agencies.

In a class-meeting format, discuss problems which have actually arisen for students and their families in apartment living. Ask students how they feel about those problems, and whether they can think of ways to solve them.

Have the students create a hypothetical situation to include as many of the most severe problems which were brought up in the class meeting as possible. Then, for each specific complaint, ask the students to locate the appropriate agency or agencies to contact for assistance. Roleplay the telephone conversations.

Suggested Activity:

Using the intials of the organization names, design a chart with those initialed agencies running down the left-hand column and with a blank column for each of the housing complaints (columns headed at the top). You might be able to include all the types of problems mentioned. Draw a grid, and, for each organization, have the students check as many columns as are appropriate to its activities. The last vertical column should be reserved for the total number of problem areas to which each agency can contribute. Analyze the totals; your class may even want to rank the agencies in the order of those with the widest application first.

cut here to make master

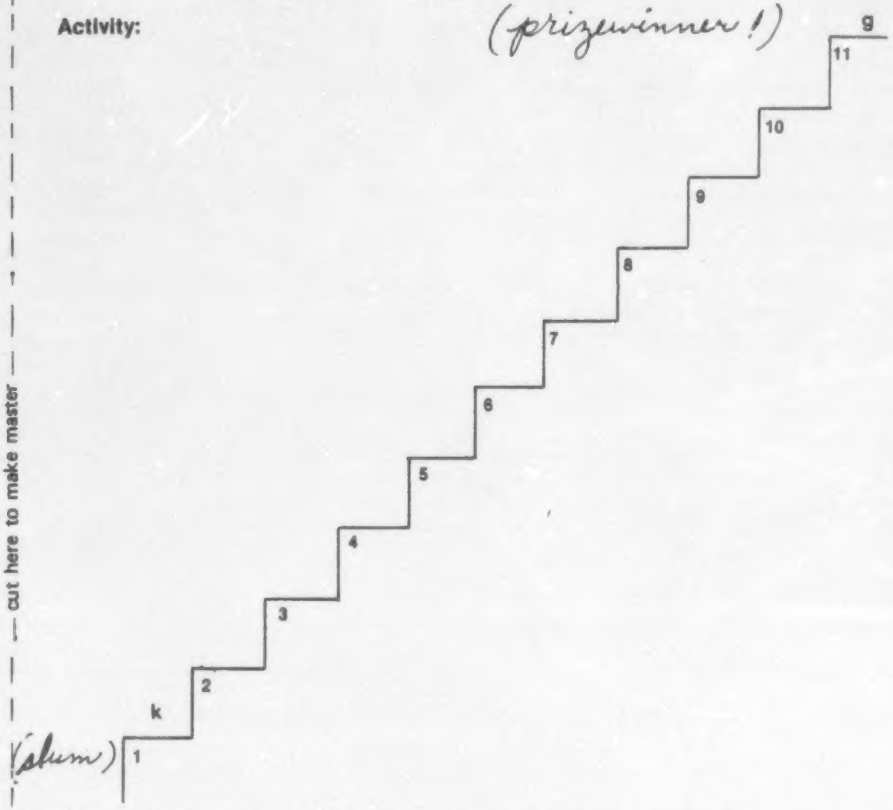
ACTIVITY SHEET 4—8

When Does a Block "Turn Around?"

Directions:

Below is a series of 11 steps going from a dirty, garbage-strewn, overgrown block to a neat, clean, tidy block. There is a blank box on each step. Below the steps are 11 stages in the development of this block. Arrange the steps in logical chronological order and put the letter of the incident on each step.

Activity:



(Remember that the incidents are NOT in correct order now. You have to rearrange them in the order in which you think they happened. The first and last are done for you.

- a. *The block association finds a cut rate on new garbage cans and offers them to building owners at cost.*
- b. *Eleven unhappy tenants from different buildings get together to form a block association and start to have meetings.*
- c. *In January an immigrant family who want to make things clean move into the block.*
- d. *The immigrant family joins the block association even though they don't speak English very well.*
- e. *Seeing the immigrant family weeding and sweeping, two other building owners begin to work harder on their sidewalks and front areas.*
- f. *The block association calls the local sanitation district office to arrange for a bulk removal day.*
- g. *By fall, the block wins a borough-wide award for block beautification.*
- h. *With the money from the fundraiser, the block association plans to buy new trees as well as signs warning dog-owners of their responsibility.*
- i. *By midsummer the block association is ready to have a fundraiser block party; 25 people are willing to work on the committee.*
- j. *On a clear day in spring a block sweep is planned where everyone comes to clean together.*
- k. *The block is covered with abandoned mattresses, dog mess, old paper and cartons, beverage cans, and abandoned cars.*

Discussion: At what point (1-11) do you think the block turned around?

cut here to make master

Student Objectives:

to examine a range of activities which would help change the environment of a block

to form judgments as to the number and kind of activities necessary to "turn a block around"

to recognize that change is a process and there is a crucial point at which the direction of the change becomes clear

Suggestions to Teacher:

There is no single "right" sequence — "K" begins it and "G" ends it. There are hints in context as to the time of year when several events occur. The immigrant family moves to the block in January; a block sweep-up is held in the spring; the fundraiser is in midsummer and the prize is won in the fall. Students can infer that weeding has to be done in the spring or summer and it is likely to be an event with spreading influences. In discussing the sequence, students can also explore how one event is likely to affect another. The important concept is that change is a process, and that after one reaches a crucial point, change will have a clear direction.

A good follow-up would be to interview members of a block association whose block has "turned around" and report back on that particular process.

Suggested Activity:

Students could also do a survey of their block. Are there enough trash cans? Are they properly covered? Do people help each other in putting the cans back? Is the number of days refuse is collected enough for the block? How does the number of collections compare with other neighborhoods? When results are compiled, students might want to help initiate improvement projects.

ACTIVITY SHEET 4—9

HOW WILL THE COMMUNITY SURVIVE?

Directions: Read the story carefully. Then complete the exercises that follow.

Activity: *Six persons who all live on the same block in New York City have answered a circular to meet to talk about forming a block association. The population of the block covers a wide range of economic levels and includes people of many ethnic backgrounds. These six people have come together because they believe that the block has problems which can be solved through an organization.*

Your teacher will separate you into groups of six. In these small groups, each of you will role play the personality of one of the block residents. Here are descriptions of each to help you make your roleplaying more convincing.

A MOTHER OF SIX SMALL CHILDREN

She is in her late thirties, has been abandoned by the father of the children. She is on public assistance which pays her rent and allocates food and clothing allowances for her children. She has always been an active PTA member and is deeply concerned about the environment in which her children are growing up.

A NINETEEN-YEAR OLD COLLEGE STUDENT

This young man looks forward to going into union organizing when he graduates. His family has lived on the block for more than 20 years. He is interested in the process of block organization as much as in the betterment of the block.

A SINGLE LADY IN HER LATE SIXTIES

Retired from the telephone company, this lady has recently had to put her 85-year-old mother in a nursing home. She lives alone in an apartment in a 12-family building.

A STORE OWNER

This gentleman has owned a delicatessen on the corner of the block for the last ten years. Even though his children and wife help him out in the store, he only nets about $180 a week. His chief concern is neighborhood teenagers who linger in his store and often steal things when he's not looking.

A SCULPTOR

With his wife and two children, this man has recently bought a run-down three-family house. He is remodeling it into a one-family house including a large studio where he can work on his sculpture. He is concerned about the appearance of the block and the property value of his house.

A CLERGYMAN

Engaged to be married, this young man has recently been assigned to a poor run-down church in the neighborhood. He likes his apartment and hopes to bring his wife to live there with him in a few months. He is trying hard to separate his role as a minister for the church from his role as a block resident.

cut here to make master

ACTIVITY SHEET 4—9 (continued)

Activity: Before you settle into your role, consider these problems on the block:

- a neglected vacant lot on the nearby avenue; rats have been seen there
- a burned-out building which has not been slated for demolition
- teenagers loitering in the delicatessen and on the corner outside, often smoking marijuana
- several residents who never clean up after their dogs
- people passing to and from a nearby subway who litter the street
- many dangerous potholes in the road
- a family that plays very loud music at night
- burglaries in several houses and apartments in the last six months
- broken streetlights; no trees on the block
- graffiti on the church doors and walls; also a group of drunken derelicts loiters on the church steps

The six of you are meeting in the Veterans of Foreign Wars hall. It is up to the six of you to come up with ways of involving other residents and agencies in getting your problems solved. Keep minutes of your meeting.

At the end of your meeting (it should last for two class periods), you should come up with a definite list of priorities and a long-term plan.

Priorities	Long - term Plan

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

ACTIVITY SHEET 4—9 SECONDARY

Student Objectives:

to establish strategies for small-group interaction on a project

to heighten awareness of the importance of group process in solving mutual living problems

Suggestions to Teacher:

This activity sheet is meant as a natural bridge from the classic "Survival on the Island" activity sheet into the area of "Survival in the Neighborhood."

The phenomenon of the strong block association has been a conspicuous New York City achievement for several decades now. In this exercise, the students are to be arranged in groups of six. They may draw the character they are playing from a lottery, or they may choose to play certain parts. The important aspect of each character is that he or she has a different "axe to grind." As a discussion warmer, you might ask the students what they think is the paramount concern for each member. Then let the small group sessions wax enthusiastic. Encourage imaginative role-playing. While we avoid stereotyping, the students might picture someone they know who is close to the description and play the role that way.

Divide the class into groups of six. All decisions are made by majority vote. Each group will have two tasks:

- *Priortize the problems in order of their importance. What should be handled first, second, etc.*
- *Develop a plan to solve all the problems.*

Discussion questions could include:

How do you feel in your role?

What values influenced your decision?

Did anyone convince you to change your view about the solution to any of the problems?

What would be necessary to solve each problem described above?

Are the solutions practical? Explain.

Would you be willing to work towards the solution of the community problems described? Why? Why not?

Are there any problems in your community similar to the ones described above? Have you ever worked towards the solution of a problem in your community?

Should it be the obligation of community residents to solve community problems? Why? Why not?

Do you owe anything to your neighborhood? Explain.

Suggested Activity:

A post-culminating activity might be to suggest that one or more students attend a real block association meeting and bring back minutes for comparison with the roleplay. If possible some students might make presentations to the block association meeting on how to solve a particular problem.

ACTIVITY SHEET 4—10

HOW WOULD YOU SPEND THE MONEY?

Directions: Read this page and answer the questions that follow.

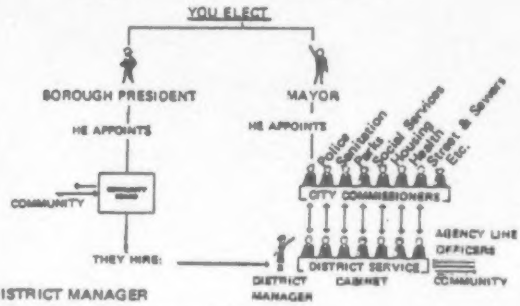
Your neighborhood has a community planning board. New York City is divided into 59 planning districts, each of which has a board of about 40 or 50 volunteer people who make decisions about the neighborhood. One of the responsibilities of the Community Planning Board is to spend money to improve the neighborhood. The Board members can pick the following:

- **a new apartment building**
- **a new school**
- **a new park**
- **a new library**
- **new street lights**
- **repairing streets**
- **renovating libraries**
- **buying more library books**
- **renovating houses**
- **fixing up parks**

CITY GOVERNMENT IN THE COMMUNITY

COMMUNITY BOARD

Each Community Board has up to 50 appointed nonsalaried members named by the Borough President, one-half of them appointed from nominees of the district and at-large City Councilmembers. These Councilmembers are also Board members without vote. Appointed Board members will serve for staggered terms for two years.



DISTRICT MANAGER

The District Manager is the Community Board's chief executive officer and serves at the pleasure of the Board. Each Community Board makes its own determinations as to the job description, but the candidates must meet civil service requirements.

DISTRICT SERVICE CABINET

District Service Cabinet: Coordinates the activities of the City services that are delivered in a Community District. A representative of each City service sits as a member of the Cabinet. Also included are the members of the City Council for the district, a representative of the Department of City Planning and the local Community Board chairperson and District Manager.

Activity:

I. What would be your first choice? ____________________
Your second choice? ____________________
Your last choice? ____________________

2. Why did you make your choices? ____________________

3. Can we learn anything about your neighborhood from your choices? Explain.

4. Can we learn anything about your values from your selections? Explain.

cut here to make master

Jerry Blumengarten, and Marvin Polansky. *Me and My Neighborhood* (New York: Open Doors, 1975)

ACTIVITY SHEET 4—10 ELEMENTARY/SECONDARY*

Student Objectives:

to rank order neighborhood improvements

to analyze which value priorities are represented by different choices

Suggestions to Teacher:

You may want to explain the diagram to the students so they understand how the Community Planning Boards are related to city government.

The exercise may also be done as a roleplay with each person representing a member of the planning board as they discuss the spending of the money. Prepare for the discussion by giving the students a few minutes to prepare statements on why they would spend the money for their choice. Also have a designated amount to spend, and assign other students to bring reports to the meeting of how much each of the above items would cost.

Probe questions for the discussion of what values are represented by different choices might be: Are there different values in fixing up something old or getting something new? What happens to the old? If someone wants to spend the money on a school instead of on repairing streets, what might that person's values be? Does a new school building make a good school? Why?

Suggested Activities:

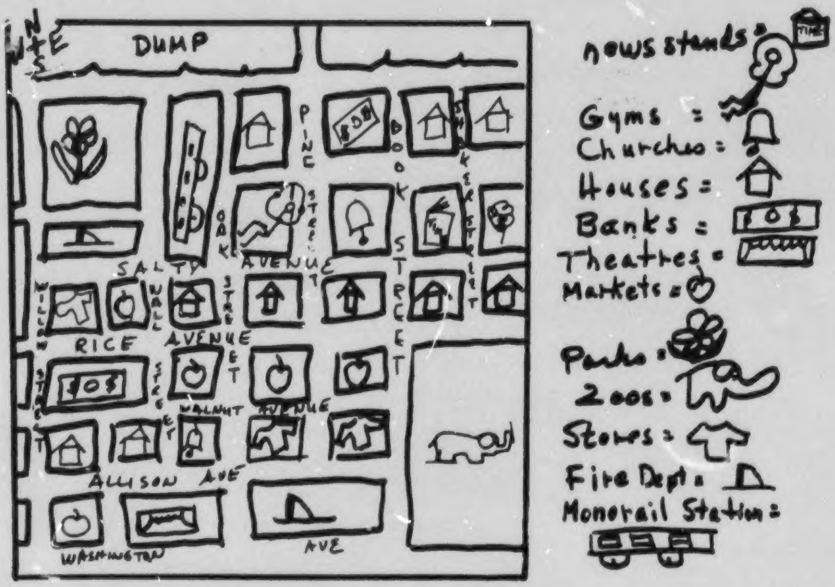
You might invite a representative of your community planning board to speak about the decisions they are currently making. The class should develop a list of questions on the process of the community planning board which they could give to the speaker.

Secondary students can benefit from the explanation of how the Community Planning Boards work. For issues assign a student to contact the Community Planning Board for the area of the school, and report to the class on what they will be deciding in their next meetings.

Making A Dream Come True

Directions: Below is a picture of a dream neighborhood drawn by a child in a New York City school. On a separate piece of paper draw your own neighborhood and then complete the exercises that follow.

Activity:



1. Write (or tell the people in your group) the five most important things your dream neighborhood should have. Share your picture and your list with your friends. The teacher will come and look at your lists.

2. The teacher will now put on the board the most important parts of each group's dream neighborhood.

   On the lines below, copy the list the teacher has put on the board. Put a plus (+) next to every item your neighborhood already has. Put a minus (–) next to any item your neighborhood does *not* have, but should have.

3. Pick one of the items your neighborhood does not have and write some ideas on how you could get it.

cut here to make master

Student Objectives:

to map or draw a dream neighborhood

to decide on the five most important things for a neighborhood to have

Suggestions to Teacher:

You may want to go over the map legend on the activity sheet with the children so that they understand how to designate their own maps. The legend itself will also stimulate the childrens' creativity by indicating that a monorail station, a zoo, theatres would be part of a dream neighborhood.

The second part of the activity calls for a class list of most wanted items. You might want to instruct the groups to decide together on a list of the five most wanted items, and a child from each group could put the list on the board. From the group list, the class could choose the most important items.

The summary or a follow-up lesson would involve class and small group discussions of how a neighborhood could get one of the most wanted items. For example, a mini-park might be a neighborhood project for a vacant lot. Neighborhoods might be visited by a traveling theater; a gym space might be found in a neighborhood church.

As a summary or additional discussion, have the children consider how people would behave towards one another in their ideal neighborhood. Children should realize that the physical environment is the setting for the ideal community, not the community itself.

If possible, interested students could try to work in their neighborhood for a wanted change, reporting to the class periodically on their progress.

ACTIVITY SHEET 4—12

My Ideal Neighborhood

Directions: From the collection of words and phrases below, choose the ones which would best describe the kind of neighborhood you would like to live in. Add other words or phrases if you wish.

Activity:

- trees
- a vacant lot with garbage dumped in it
- a lot of friendly people
- different kinds of people
- well-kept houses
- watchdogs
- clean yards
- clean sidewalks
- run-down houses
- a pizza parlor
- lots of friends
- dog mess
- lots of people in the street
- parking spaces
- flowers
- music
- cute girls
- great guys
- people of the same background as myself
- people of different backgrounds
- quiet
- playground
- piles of garbage
- stoops to sit on
- people who know me and would help me if I needed it

I WOULD LIKE MY NEIGHBORHOOD TO HAVE:

In group discussion, decide which are the features most wanted by the class, and which are the features least wanted. How would each of the items you selected for your neighborhood affect your community?

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to formulate a list of the aspects which would create the ideal neighborhood

to become aware of the individual's ability to structure his own neighborhood

Suggestions to Teacher:

The concept of community should be continued in this exercise. If students don't think of it in selecting the words and phrases ask "How important is it to have people who know you and would help you?" This feeling of community is an essential factor for a positive view of one's neighborhood. In talking about this factor guide students to the concept that the best way to feel that other people know you and will help you is to know other people and be ready to help them.

Ask students to share positive experiences about people in their neighborhood.

For your own background information, ask your principal or art coordinator for a copy of a recent Board of Education bulletin Architecture: A Design for Education, *a collection of six vignettes about programs in New York City schools in which the children become more acutely aware of the "built environment" immediately surrounding their lives.*

A montage of magazine cutouts of items to be found in the ideal neighborhood would be an ideal culminating activity.

Interested students could become involved in a project to better their neighborhood, and report back to the class periodically on their progress.

Part 5. The Citizen and Municipal Services

In return for their participation, citizens receive from their city government services which they cannot provide for themselves individually.

Among the most important and highly visible of the municipal services are those provided by the police, fire, sanitation and transit personnel of our City. The way in which citizens support, cooperate with and use these services is the focus of Part 5.

Citizens must understand the complex interrelationships of the actions of citizens and the quality of life in their city. They should be able to identify the cumulative effects of the action (or inaction) of large numbers of individuals. They should recognize how they are influenced by the actions of others, both directly and indirectly. They should know and understand the priorities that individuals, groups and governments set and be able to consider alternative courses of action. Finally, they must understand that the cooperation of citizens can extend the number and kinds of services available, as well as affect the quality of these services.

The broad objectives for the students using these activity sheets include a greater understanding of the challenges facing municipal workers (fire fighters, police, sanitation and transit workers), an awareness of the citizen's role in cooperating with these workers, and insight into the priorities set by city government.

Number	Title
5-1	How Would You Feel?
5-2	Whose Job Is It?
5-3	Looks Aren't Everything
5-4	Fair Riders!
5-5	Who's Ripped Off?
5-6	A Day in the Life of a Police Officer
5-7	How Do You Perceive the Police?
5-8	What Should Be the Role of the Police?
5-9	When Do You Call the Police?
5-10	Try on a Police Officer's Badge
5-11	What Do Firefighters Do?
5-12	What Do You Think About Fire Safety?
5-13	Should You Take the Matches from Your Sister?
5-14	Fire Prevention Report Card
5-15	False Alarm Headlines
5-16	False Alarm
5-17	Where's Robert?
5-18	Who's Responsible?
5-19	Pay the Consequences
5-20	Fire: What Would You Do To Stop Arsonists?
5-21	The Sanitation Worker
5-22	How Important Is Cleanliness to Me?
5-23	Where Would You Want to Play?
5-24	The Wastepaper Basket
5-25	A Litterbug Checklist
5-26	Why Do People Litter?
5-27	How Can the Lot Be Put to Better Use?
5-28	Fixing Responsibility!
5-29	Playing Detective

Suggestions for Early Childhood Use: Part 5

Children in the primary grades should understand the importance of the services the city's police, fire, sanitation, and transit workers provide. They should also recognize that citizens can help these services in many ways. For each of the services there are basic activities and concepts appropriate for younger children.

Sanitation: Children can be made aware of their job in packaging garbage properly. Their responsibilities for cleaning up at home, in the classroom and school, and on the street can be discussed. A trip to observe the littering situation in their neighborhood is easily planned, and might lead naturally to a clean-up drive.

Police: Children should become aware of the different kinds of police officers: transit, traffic, equestrian, plain clothes detectives, etc. They should also understand their different responsibilties. It is essential that they know their own names, addresses, and telephone numbers, in case they are lost; and how to call 911 in an emergency.

Fire: The location of fire alarm boxes, and the proper procedure for using the box, for notifying by telephone, and for getting help from passersby are appropriate topics for lessons. Instruction in the use and abuse of fire hydrants and a trip to the fire station to personally view this community service are suitable activities.

Postal: Learning to address an envelope correctly, with the inclusion of zip code; and experience in writing, sending, and tracing a letter provide role-playing material. A trip to the neighborhood post office might be an initiating or a culminating event.

The activity sheets which may be adapted by selecting one or two points to use as the focus for a guided oral discussion and follow-up activity are 5-1, 5-2, 5-3, 5-4, 5-6, 5-13, 5-14, 5-21, 5-22, 5-23, 5-24, 5-25, 5-27, 5-28, 5-29.

As an example of this kind of adaptation, in 5-1, a few minutes of large group discussion could be devoted to each question: "How would you feel if there were no people to put out fires? . . . No police officers? . . . No workers to take away garbage?"As a summary, a chart explaining the contribution of each city service could be created, with illustrations by individual children displayed in the room.

Another example of this type of adaptation is 5-3. Take the same idea but use simpler vocabulary. Instead of public official, use mayor, or president, or change the category to office workers. Eliminate the more complex qualities and use such attributes as polite, brave, honest, etc.

For activity sheets with illustrations, *e.g.*, 5-6, 5-11, 5-21, you might pass the drawings around the class, then ask the children to create their own pictures showing the same kinds of activities — police, fire fighters, sanitation workers in the various jobs necessary to the work of each department. Or, you may want to have selected students paint pictures to show the class when using these activities.

ACTIVITY SHEET 5—1

How Would You Feel?

Directions: Answer the questions below:

HOW WOULD YOU REACT IF THERE WERE NO...

...people to put out fires? I would feel ______________________________

____

____

____

...workers to run the transit system? I would feel ______________________

____

____

____

...officers to patrol the streets and protect the citizens? I would feel ____________

____

____

____

...workers to collect the city's trash and garbage? I would feel ______________

____

____

____

Activity: Choose one of the three situations above. Draw a picture of what New York City might look like without the services of that particular service. (You don't have to be a great artist. Stick figures will do fine.)

Discussion:

Only 300 years ago, the city of London was considered the intellectual and cultural superstar of the century. However, the city had a high infant death rate due to poor sanitation (there was no plumbing, the streets were filled with rotting garbage, and the water was filthy). The entire city burned down in 1666 because there was no way of fighting fires. Violent deaths went almost unnoticed because there was no viable police force.

In what ways is New York City of 1981 similar to London of 1666? In what ways is our city different? In small groups discuss the comparison. Make lists of similarities and differences. Write your lists into a composition.

cut here to make master

Student Objectives:

to articulate a vision of what New York City would be like without necessary municipal services

to develop an awareness of the importance of fire, police, and sanitation services in the city

Suggestions to Teacher:

This activity sheet is self-explanatory. The discussion question on the bottom might make a challenging writing assignment as well as a discussion topic.

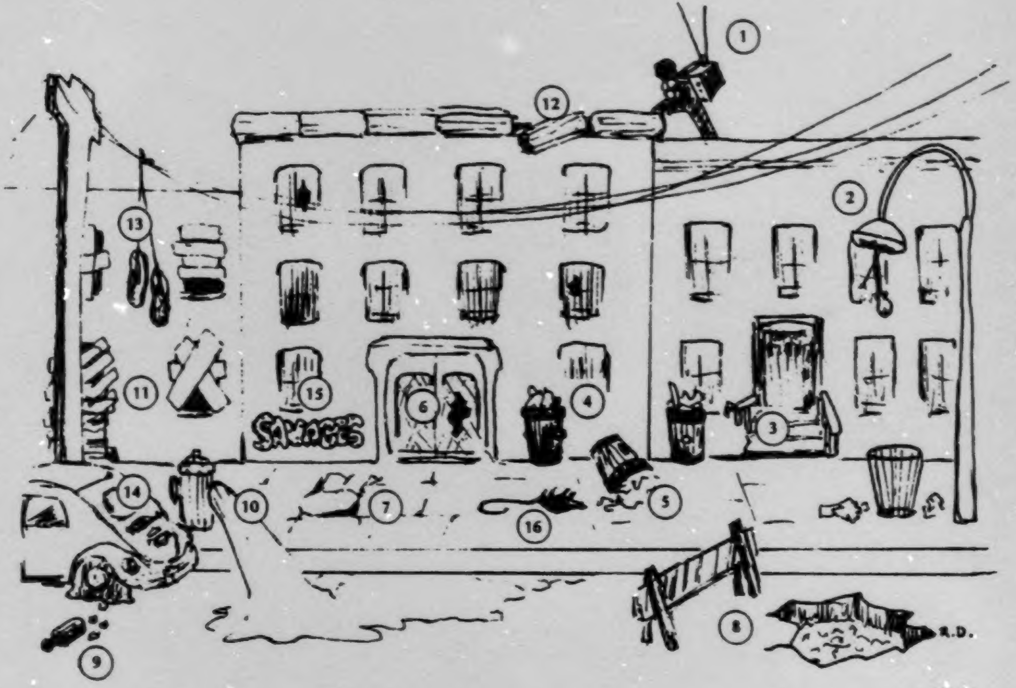
The class might discuss the following question:

> *Is there anything we as citizens can do to make sure New York does not become like London 300 years ago? Explain.*

WHOSE JOB IS IT?

Directions:

Look carefully at the picture below. List as many things as you can find that are wrong with this street. (Hint: 15 of them have numbers; you may find more).



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Activity:

1. Which problems would you be concerned with if you were:

a police officer? ____________________

a sanitation worker? ____________________

a firefighter? ____________________

2. Which of the problems would be handled by agencies other than these three uniformed services? By whom? How would they solve these problems? ____________________

3. Which of these problems would be the hardest to correct? Why? Which would be the easiest to correct? Why? ____________________

4. Which problems can be solved by one person? Why? ____________________

5. Which problems must be solved by a community effort? ____________________

6. Which problems can only be solved by the government? ____________________

Student Objectives:

to categorize responsibilities of citizens and municipal employees

to categorize problems of city living according to group response or individual response

Suggestions to Teacher:

The 16 items in the picture are as follows:

1. *burglar going across rooftop*
2. *broken streetlight*
3. *broken handrail on stoop*
4. *uncovered garbage cans*
5. *garbage in the street*
6. *broken entrance door to building*
7. *cracked sidewalk*
8. *dangerous pothole*
9. *broken glass on street*
10. *gushing fire hydrant*
11. *abandoned building poorly secured*
12. *broken cornice about to fall*
13. *sneakers thrown over utility wires*
14. *badly parked car*
15. *grafitti on building*
16. *dead rat*

The class should discuss the responsibility for each condition that exists on this street. They should select primary responsibility for each item: the Community residents, municipal services, or both.

If the students are at a loss to determine responsibility for some items, that's as it should be. Certainly items 3, 4, 6, 7, and 12 are the responsibility of the building owners and not members of the municipal services. Item 8 is certainly a responsibility of a city agency. A careless citizenry is responsible for items 13, 14, 9, and 15. It is to be hoped that in answering the questions, there will be some difference of opinion and the students will recognize that making the city a good place to live involves all of us.

You might also ask the class:

> *If you could only work on solving one community problem at a time, how would you rank these items from most important to least important?*

An alternative approach would be to draw a series of steps. Then write the list on the chalkboard and direct students to place each item on the ladder depending on their intensity of feelings about it with 16 receiving the most intense feeling and 1 the least intense.

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*Concept for drawing by Jerry Blumengarten and Marvin Polansky for **Me and My Neighborhood**, Open Doors, 1975.

ACTIVITY SHEET 5—3

Looks Aren't Everything

Directions:

The City of New York pays the salaries of many different people to make your life more comfortable. People who want to fill one of those city jobs have to take examinations and fulfill certain requirements before they can get a job. Not all the jobs have the same requirements. For example, physical strength is important for a sanitation worker but not for a teacher.

Below are five types of city workers. On the lines below each occupation write the adjectives you think describe the ideal applicant for that job. (There is a list of suggested adjectives below just to help you out. Of course, you may add your own.)

police officer	firefighter	sanitation worker	transit worker	teacher

A list of qualities

- strong
- cooperative
- observant
- kind
- humorous
- friendly
- tall
- inspiring
- hard-working
- sincere
- patient
- good with words
- courteous
- fair to others
- anxious
- aggressive
- strong-willed
- neat
- young
- attractive
- athletic
- fast
- well-informed
- sensitive
- self-disciplined
- fearless
- artistic
- intelligent
- firm
- flexible
- honest
- ______________________
- ______________________
- ______________________
- ______________________
- ______________________

Did you use some adjectives for more than one occupation? Which ones?

____

Is there any adjective which turned up on all five lists? Which one?

____

Additional Activity: With your teacher, prepare a master list or graph of the three top-rated qualities for police officers, firefighters, sanitation workers, teachers and public officials.

— cut here to make master —

Student Objectives:

to recognize the different physical, intellectual, and emotional qualities needed to perform certain municipal services

to be able to apply personal knowledge of the work of municipal workers to the personal characteristics necessary for the responsibility

Suggestions to Teacher:

If the students wish to use the list of qualities offered on the activity sheet, make sure ahead of time that everyone understands all of the words. Words like aggressive *and* sensitive *might take some explaining.*

There are no wrong or right answers. However, we might anticipate that attractive *is not a viable criteria for any of the jobs, whereas* hard-working *would go across the board. The list for teacher will probably be the longest since that's the person with whom students deal the most.*

Ask students if they can tell anything about a person's values from his/her selections and rating of qualities? Have volunteers give an example.

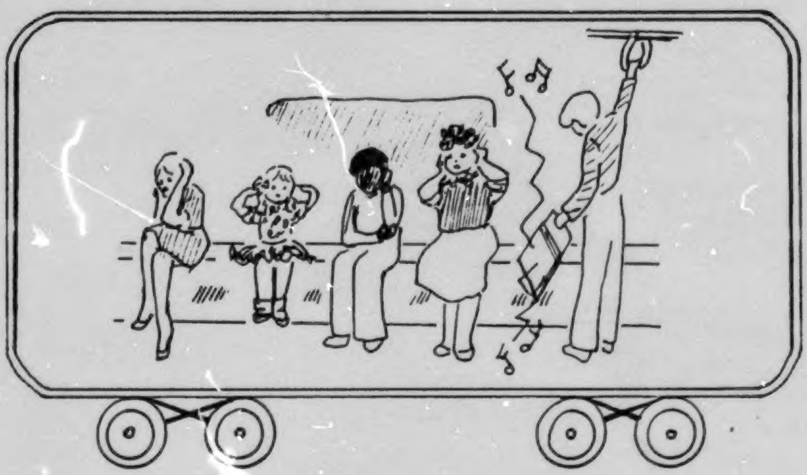
ACTIVITY SHEET 5—4

FAIR RIDERS!

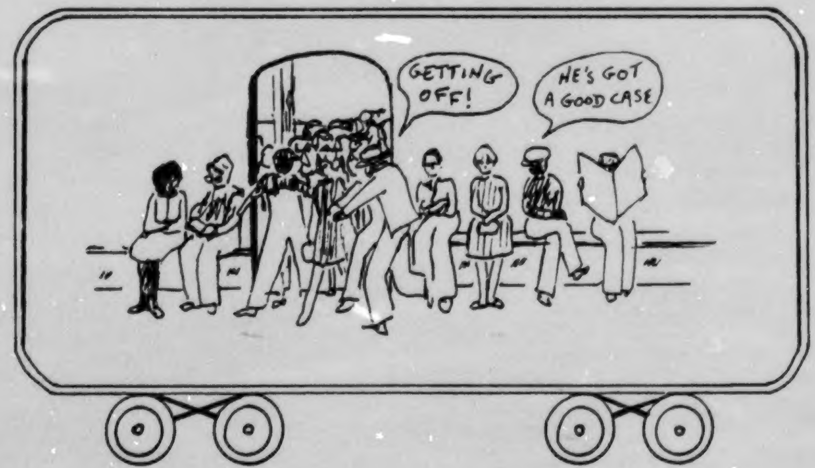
Directions:

Look at the pictures below. In each picture one or more people are having problems because other people were not fair riders. In the space below each picture explain the problem and its effect. Write a caption on the line above the picture.

Caption: ______________________________

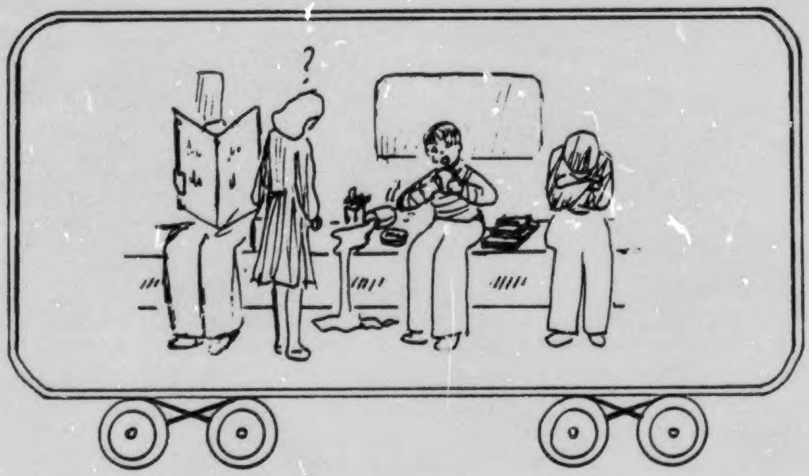


Caption: ______________________________


GETTING OFF!
HE'S GOT A GOOD CASE

cut here to make master

Caption: ______________________________



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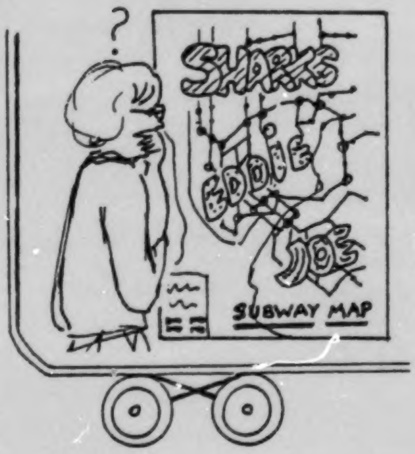
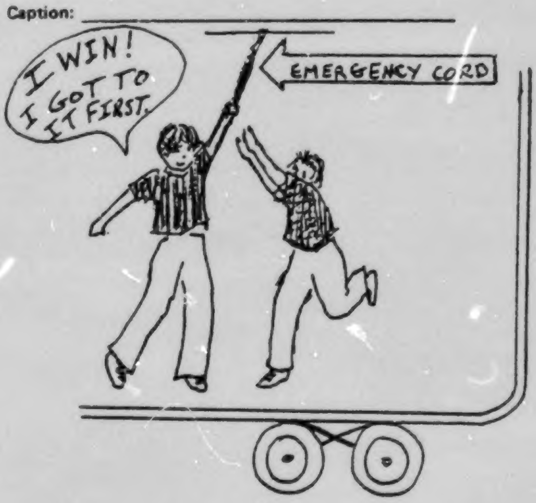
Caption: ______________________________



Caption: ______________________________


I WIN! I GOT TO IT FIRST.
EMERGENCY CORD

Additional Activity:

Choose the picture which you think shows the most serious problems and answer the following questions.

1. How many people will be affected by this problem in a day, a week, a month?

3. What kind of things could happen to people because of this problem?

Student Objectives:

to recognize behaviors which have negative effects on fellow subway riders

to estimate the severity of those effects on people over different time spans

to evaluate the comparative seriousness of problems

Suggestions to Teacher:

Your class may want to do some research on the subway systems in other countries — Italy, France, Japan, Russia, Canada, etc. Pictures or drawings of typical scenes in other environments could enliven roleplaying, with perhaps the "Voice of the Paris, or Rome, Subway" as narrator.

Run a little contest to pick another title for this worksheet. Suggested alternatives might be: **Unfair Riders! Fare Riders!; Sub-Ways! Subversive Ways!; Subway Manners!; Train Training!; Subway Etiquette!** *For each suggested caption, have the students explain the full meaning in their own words. The class should vote on the one which — more than the original "Fair Riders!" — is most expressive of the main idea.*

Ask students if they have ever been in a situation in which:

—someone was smoking next to you on a train and blowing smoke in your face

—someone pulled the emergency cord

—someone threw garbage on the seat or floor of the train

—someone was playing a radio extremely loud

—people pushed you on the train

If the answer is yes to any of these situations, have the students explain how they felt and why.

The Transit Authority is considering taking money allocated for graffiti removal and putting it into improving service. Ask whether or not they agree with the policy.

Suggested Activities:

Students could interview other students and teachers who ride the subway, asking them what bothers them most about other riders. Those students who are adept at drawing could illustrate each gripe and then do another drawing showing what the scene would be like if the people were all reasonably kind and courteous. Pictures could be posted in a "Before" and "After" builletin board display.

If there is sufficient interest the class or school could contact the Transit Authority about displaying their before and after posters in the subway stations near the school.

cut here to make master

Who's Ripped Off?

Directions: Read the skit aloud. Use the questions for small-group discussions.

Activity:

The scene is the Woodman's home. Mr. and Mrs. Woodman are watching television. Their daughter, Annette, (12), is doing her homework. Fred, (15), is in the kitchen getting a snack. The doorbell rings. Mr. Woodman answers. Officer Canfield of the Transit appears at the door.

Officer: Mr. Woodman? You have a son named Fred?

Mr. Woodman: Yes. Is he in trouble?

Officer: Someone has identified him as one of the vandals who destroyed the seats in the 45th Street station and spray painted graffiti on the walls.

Mrs. Woodman: Fred, come out here, please!

Fred: (entering from kitchen) What's he doing here? What does he want?

Officer: How old is Fred, Mr. Woodman?

Mr. Woodman: Fifteen.

Annette: (whispering loudly to Fred) I knew they'd catch you, Freddy. You're so dumb.

Officer: Somebody in the neighborhood who knows you saw you and some friends carrying the ripped seats out of the subway, playing some kind of game with them. I brought a desk appearance ticket for you and your parents to appear in family court. (he hands the ticket to Mr. Woodman) That tells you the time and place. Good night, Mr. Woodman; Mrs. Woodman.

Mrs. Woodman: Just a minute please, Officer! What can they do to him?

Officer: That's up to the court; there's a lot of flexibility for juveniles. But you'll probably have to pay the damages.

Mr. Woodman: How much is it?

Annette: I told you Freddy. You said, "It don't hurt nobody. My parents paid for that junk anyway."

Officer. That's right. Now they'll pay the whole bill for replacement — around two hundred dollars, I think. Two-hundred fifty is a felony, you know. Good luck, Mr. Woodman. If he was mine I know how I'd handle it.

Discussion Prompters:

How do you think Fred's parents feel?

How do you think Fred's father will handle the situation?

What will Fred's mother say to him?

Why do you think Fred did it?

Do you think the person in the neighborhood did the right thing in reporting Fred's action? Why or why not?

Have you ever been made uncomfortable or upset by subway vandalism? If so, explain.

What do you think the court should do to Fred? Why?

Should the court ask anything of Fred's parents besides the cost of the damage? If so, what?

Who has been hurt by Fred's actions?

Additional Activity: Roleplay and write a continuation of the scene. Add a second scene at family court.

cut here to make master

ACTIVITY SHEET 5—5 SECONDARY/ELEMENTARY

Student Objectives:

to recognize the seriousness of vandalism.

to understand the feelings of parents whose son or daughter has committed malicious mischief.

Suggestions to Teacher:

The conclusion which students should reach through their discussions is that Fred's action has damaged nearly everyone. The people who use that station have been inconvenienced physically. They cannot sit down. They are affected psychologically by the ugly look of the station.

Fred's parents are upset because he is in serious trouble. They may feel they have not done a good job in teaching Fred and may become angry with Fred and themselves so that the situation gets worse. They are also upset at having to pay for the damages. Perhaps they had planned to buy something special, or take a vacation, which is now not possible. Perhaps they do not have the two hundred dollars, and will have to pay it over a long period of time.

Fred himself is affected. He must feel his parents anger and disappointment. He will probably have some problems with his sister. And he will not feel good about himself.

In concluding the discussion ask students how Fred's behavior affects society as a whole. What would New York City be like if everyone committed one act of vandalism? What happens to societies when its citizens act in ways that show no concern for society as a whole? What would happen to New York City if everyone did one action to improve the environment of the city?

Suggested Activity:

As a class contact the Transit Authority to arrange for a project which would help the environment at a particular subway station.

cut here to make master

ACTIVITY SHEET 5—6

A Day in the Life of a Police Officer

Directions:

Look at these pictures of police officers at work. Fill in on the blank lines provided what you *think* they are doing. Indicate how much of their time you think is spent in each activity.

RESPONDING TO AN ACCIDENT

WORKING WITH A GANG

MAKING AN ARREST

DOING REPORTS

Activity:

Much of a police officer's time is spent in activities other than patrolling streets or tracking and arresting criminals. Using the list of qualities you chose for a police officer in Activity 5—3, determine which are necessary for each of the pictured activities, and insert in the blanks provided.

Picture #1 ______________________________

Picture #2. ______________________________

Picture #3. ______________________________

Picture #4. ______________________________

On the pie chart below draw the approximate percentage of time you think police officers spend on maintenance of order. These duties must take up 100% of the pie.

1. Service to people or the community
2. Law enforcement (crime fighting) and making sure laws are followed
3. Clerical and administrative procedures

cut here here to make master

Student Objectives:

to describe the functions of police

to explain that police officers spend the majority of their time in activities other than chasing and arresting criminals

to make a value judgment about the role of police in a democratic society

Suggestions to Teacher:

Have students check the breakdown of police work which is listed below against their own estimates of time spent in each activity.

The teacher should present the class with an approximation of the percentage breakdown of policework from one survey. Stress that breakdowns vary with time and place.

Service	**37.5%**
Law Enforcement	**40.4%**
Other	**23.1%**

When the class realizes how small a percentage of time is devoted to direct encounters with criminals during a crime in progress or in making an arrest, they may again see that hard-working, self-disciplined, perservering are qualities important for police as well as sanitation and fire workers.

Questions could include the following:

Were you surprised by the figures?

What does this tell you about police work?

In which of the categories described should police spend the most time? Why?

If enforcing law and keeping order come into conflict, which is more important? For example, if a police officer is about to arrest someone and community members begin to gather and protest, should the officer proceed at the risk of a riot?

There are two areas for discussion:

How the actual workload of police officers changes students ideas about the most important qualities needed.

How students would change the percentage of time police spend in the various kinds of activities.

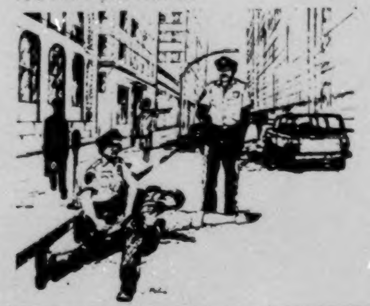
ACTIVITY SHEET 5—7

HOW DO YOU PERCEIVE THE POLICE ?

Directions: Consider the pictures below. (One is a drawing; the other four are pictures in words.)

Activity: After you have formed the picture in your mind, explain what you think is happining and how you think the situation will turn out. Remember that there is no *right* answer. It's how you see it.

1.



a. **What's happening?**

____

____

b. **How will it turn out?**

____

____

2. *Six boys are sitting in a parked car drinking beer. A policeman is standing nearby.*

a. **What's happening?**

____

____

b. **How will it turn out?**

____

____

3. *A fourteen-year old girl is talking frantically to a policeman. She is pointing to two other kids running down the street.*

a. **What's happening?**

____

____

b. **How will it turn out?**

____

____

4. *A well-dressed woman is talking to a police officer in the lobby of a respectable apartmont building. Another police officer is shaking the shoulder of a drunken derelict sprawled on the floor.*

a. **What's happening?**

____

____

b. **How will it turn out?**

____

____

5. *Two patrol officers, one male, one female, are seen entering a neighborhood bar at 11:30 in the morning, in uniform.*

a. **What's happening?**

____

____

b. **How will it turn out?**

____

____

Discussion: In small groups, compare your descriptions of what's happening with those of your partners. How different are they? How can you account for these differences?

In how many of the cases did you perceive the police officer doing his or her job well?

____

____

____

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ACTIVITY SHEET 5—7 (continued)

Activity: By reading your description of what you think is happening, does a person learn more about the police or about your attitudes toward the police?

Below are adjectives that might reflect your perceptions of the police. Circle the ones which most closely match your descriptions of "what's happening" on the previous page.

sympathetic
brave
respectful
lethargic
honest
devoted
patient
lazy
strong
kind
hypocritical
disinterested
loyal
greedy
friendly
hardworking
sincere
patriotic

On the lines below describe any real experience you have had with the police. How do you think your own experiences have affected your perceptions?

Summary Activity: Check the appropriate box below. Be prepared to defend your answers.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
The police help protect us.				
The police always solve crimes				
The police don't treat all people fairly.				
The police have an easy job.				
You can always tell who the police are by their uniforms.				
The police never make mistakes.				
The police are never friendly.				
You should always call the police when you see a crime being committed.				
The police make you feel safer.				

Conclusion: How have my feelings or ideas been affected by this activity?

— cut here to make master —

ACTIVITY SHEET 5—7 SECONDARY/ELEMENTARY

Student Objective:

to recognize that attitudes toward the police are influenced by many factors – personal experience, attitudes of friends and other people in the community, current media coverage of the police.

Suggestions to Teacher:

You might describe the first situation to the class and ask them to think of what has happened. Distribute the first page of the activity sheet and have students fill it out individually. If the students have trouble thinking of what might happen, the following questions should be a starting point.

Situation 1. *How was the person injured? Was he shot by the police or are the police assisting a person injured by someone else?*

Situation 2. *Will the police ignore the boys or check their age and the driver's license? What is their duty? How will they behave toward the boys? How will the boys behave toward them?*

Situation 3. *Is the girl asking for help or is she being arrested? Will the police pursue the two kids because they have committed a crime? Are the kids running because the police told them to stay out of that area?*

Situation 4. *Why is the police officer shaking the derelict? What is the woman saying? Will the officer arrest the derelict? What is the officer's duty?*

Situation 5. *Are the officers investigating a crime? Are they going to have a drink while on duty? Are they giving the owner information about a suspicious character they have noticed?*

After the situations have been described, divide the class into several groups. Each group should focus on one of the situations. Students can pass their papers around or share orally what they think will happen. Then the group should choose two different ideas about the same situation to analyze for the attitudes toward the police which each indicates.

Questions might be:

> *Are the police doing their job as you would like to see them do it? If they are not, what is wrong with how they are doing the job? If they are, what qualities are shown in how they do their job?*

Have the groups present their analysis of the different ideas about what's happening. Ask the class what factors they think influence a person's attitude toward the police?

The second page of the activity sheet may be done individually as self-analysis. The summary activity can be filled out individually, but discussed as a whole class. It might also be used as a "before" and "after." Check to see if the discussion and activities relating to the police have changed students' attitudes.

Suggested Activity:

Visit the local precinct house. Students can tour the building and observe a multi-media presentation about police work. Contact the community relations officer at least three weeks in advance of the trip.

WHAT SHOULD BE THE ROLE OF THE POLICE?

Directions:

Below are three quotations describing three different viewpoints on the role of the police.

1

The policeman is the symbol of the law. He represents to each of us the authority of a freely chose democratic government which must rest upon rules that all of us must obey. Those who do not obey these laws come into contact with the police.

2

The policeman continues to hold a position in society similar to that of a janitor in an office building. He sweeps the drunks and junkies and deranged people off the streets time after time. He gives out parking and traffic tickets and information. His job is to make sure society's ground floors are clean enough so that others can walk on them without tripping.

3

The role of the police officer in a democratic society should be that of a social worker with a gun. Situations in which police officers most frequently find themselves do not require the expert arm of a marksman, the cunning of a private eye, or the toughness of a stereotyped cop. Instead they demand knowleage of human beings and a personality which can influence people without the threat or use of force. They must be able to both influence and assist people as a social worker would be able to do.

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Activity:

1. In small groups decide which quotation is closest to your own ideas about the role of the police.
2. Write a description of what the role of the police should be based on the discussion in your group.
3. If you did not agree with your groups conclusion, explain your own view.
4. In your groups, create a situation for role play which would illustrate the group's view of the function of the police.

Discussion Prompters:

Is the police officer the best symbol for law in a democratic society? Why or why not? What else could symbolize law?

Is it true that the police officer's work is mostly with drunks, junkies and deranged people? Why or why not?

In what situations might a police officer use the same skills as a social worker?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

ACTIVITY SHEET 5—8 SECONDARY

Student Objective:

to describe the ideal role of the police in a democratic society

Suggestions to Teacher:

You might want to have the quotations read aloud. Then use the discussion prompters to initiate controversy and stimulate ideas before dividing the class into groups.

Have the groups read their own descriptions aloud or write them on the chalkboard. Also ask the groups to roleplay the situations they have thought of to illustrate their points of view. Another approach is to take one situation, i.e., *dealing with a drunk, a shopping bag lady, etc. and discuss or write about how a police officer representing each of the viewpoints would handle the situation.*

Other questions the class might consider are:

> *Which of the following should be the role of police in a democratic society?*
>
> *—to protect the rights of the ruling class*
> *—to maintain the status quo*
> *—to protect individual rights*
>
> *In a democratic society police should merely follow laws. Explain why or why not.*
>
> *Should police have the right to interpret laws? Why? Why not?*
>
> *Should police in a democratic society take action when they decide it is necessary? Explain.*
>
> *Should the police have some part in creating the laws they are supposed to enforce? Why? Why not?*

ACTIVITY SHEET 5—9

When Do You Call the Police?

Directions:

For each of the incidents listed, place a check in the appropriate box. If you check "no," write the name of a person or organization you might better contact for that emergency in the right-hand column.

Activity:

INCIDENT	YES	NO	IS THERE SOME PERSON OR AGENCY OTHER THAN THE POLICE YOU MIGHT CALL?
1. Your dog is lost.			
2. There is a bad accident on the corner where you live.			
3. Someone took your notebook in school.			
4. A stranger is trying to steal your family's car.			
5. The lights in your house are going on and off.			
6. A car hits your bicycle and pulls away.			
7. There is no heat in your house.			
8. You lost a quarter.			
9. The tenants in your building want to organize a building patrol.			
10. Your class wants to have a visit from a police officer as part of a career education program.			
11. The lot next to your house is overgrown with weeds and littered with junk.			
12. A door to door salesman has cheated you of $5.00			
13. You suspect your nextdoor neighbor of child abuse.			
14. There are turpentine-soaked rags in the cellar of the building.			
15. You smell smoke.			

Additional Activity: Divide the group in half, on a random basis. Group A will be police officers at a telephone desk at headquarters. Group B will be people with problems.

Roleplay a marathon situation in which all the police officers are busy with trivial calls, while one odd caller is trying to get through to report a robbery in progress. Improvise the actions and conversations of callers and officers, and particularly of the frustrated citizen trying to prevent a crime.

Make a list of the referrals given by the police officers for the various problems being reported. Check the phone numbers for each, and make up a chart which can be duplicated and distributed to all the class members.

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ACTIVITY SHEET 5—9 SECONDARY/ELEMENTARY

Student Objectives:

to recognize that the police are often asked to help when there are other organizations suited to that purpose

to become aware of how to get help by using the frequently called numbers listings

to become aware of other service agencies through developing a chart

Suggestions to Teacher:

Divide the class into small groups so that students can cooperatively pool their information on service organizations. Give each group a chance to present several answers. As an appropriate organization is mentioned, it should be written on the chalkboard for use in developing the chart suggested as an additional activity.

For a more extensive chart it would be helpful to supply one or more telephone books or copies of the pages listing city agencies and the inside cover page which lists several emergency numbers.

It is important to know that if one can't find a listing or doesn't know whom to call, one can dial 566–4446.

Information relevant to the examples is listed below.

1. *Call the borough office of the American Society for the Prevention of Cruelty to Animals.*
2. *The 911 number should be called for an ambulance.*
3. *The teacher or school dean are proper authorities.*
4. *A crime in progress is reported to 911.*
5. *Check with the super of your building or check your own fuse box or call the electric company.*
6. *Report it to 911.*
7. *Heat complaints are reported to 960–4800 (listed under New York City Frequently Called Numbers). The important point is that students know how to find the help they need by looking up the New York City listing for frequently called numbers.*
8. *There's not much to do except take better care of your money next time.*
9. *Call the crime prevention officer at your local precinct. Also helpful would be the Citizens Committee for New York City, 3 West 29th Street, New York, New York 10001 – Telephone 578–4741.*
10. *Call the community affairs officer in your local police precinct.*
11. *Call Sanitation Complaints 925–2310. The number is listed with the frequently called city numbers. That office will inform you of the process. If the lot is a health hazard, the Department of Health should be contacted and that agency will direct the Department of Sanitation to clean the lot. If the cleaning is to be undertaken by volunteers, a letter should be addressed to the Sanitation Department, Attention Office of Community Services, 125 Worth Street, New York, New York 10013.*
12. *Call the city consumer affairs complaints – 964–7777.*
13. *Call 431-4680 to report child abuse. This number is listed in the inside cover of the telephone book.*
14. *Contact the super of your building first. It would be a violation of fire safety standards.*
15. *Call 911 to report a fire.*

ACTIVITY SHEET 5—10

TRY ON A POLICE OFFICER'S BADGE!

Directions: Imagine that you are a police officer. Read the following situations and tell what you would do in each case.

Activity:

1. *In the heat of summer, you are turning off a fire hydrant in a crowded urban neighborhood. Children are taunting and teasing you, young girls are joking, and the older people are watching. You slip and fall in the puddles on the street. The crowd laughs.*

   I would ____

   ____

2. *A teenager steals a car, and you are in pursuit. You turn on your siren. Instead of slowing down, the teenager increases his speed. When you pull alongside him, he laughs and tries to cut you off.*

   I would ____

   ____

3. *You and another officer respond to a communications call from a woman who reports that three men are burglarizing an apartment on her floor. You charge up to the door, bang on it, and call out: "Open up, Police!" No one opens the door.*

   I would ____

   ____

4. *You are driving up an avenue in a district other than your own. You see a man speaking, singing, and brandishing a butcher knife. You order the man to drop the knife. The man advances, and continues to advance toward you.*

   I would ____

   ____

5. *You are on your regular beat in the business area. It's a holiday season and a local merchant calls you over and says, "Here's a little present for you and your wife."*

   I would ____

   ____

6. *You approach a speaker who is campaigning at a busy intersection during an election. He makes derogatory remarks about the president, the mayor, and the American Legion. The minute he sees you, he turns to the crowd and yells "Here comes a dirty, fascist pig!"*

   I would ____

   ____

7. *A woman approaches you while you are on duty. "Officer," she says, "I need your help. I just bought this transistor radio and now it doesn't work. Will you come to the store with me and help me get it repaired? Or get me a new one? Or get my money back?"*

   I would ____

   ____

cut here to make master

8. *It is ten o'clock on a cold winter night, and you are on duty. You notice a car parked in front of a liquor store. The lights in the store are out, but the door seems to be unlocked. At the moment you try it, the man from the corner newsstand comes up and says, "Two men with guns went in there. I think the old man who owns it is still there."*

   *I would*____.

   ____.

Optional Activity: Remember you are still a police officer. Pick one or more of the above situations which interested you particularly. For each one, fill in the information called for on the following chart. Keep in mind that police officers must make rapid decisions on the spot.

SITUATION NO.

possible alternative actions	**your feelings**	**effect on others involved**	**effect on society**

SITUATION NO.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

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*Adapted from "Law in American Society," *The Journal of the National Center for Law Focused Education,* 2, no. 1 (February 1973)

ACTIVITY SHEET 5—10 SECONDARY/ELEMENTARY

Student Objectives:

to empathize with police officers in dangerous, provocative, or frustrating situations

to analyze the factors involved in making decisions in such situations

Suggestions to Teacher:

The exercise should help students empathize with the police so that they recognize that policing is, indeed, a hard job.

The situations on the activity sheet might also be conducted as roleplays for small groups. Be sure to have students reverse roles so that as many students as possible have a chance to play the role of the police officer. In analyzing different responses on the part of the officer (whether in roleplays or written on the activity sheet), focus on how the other people in the situation would view the officer's action. Then ask students to consider whether the actions of individual officers in each situation can have a cumulative effect on the public's attitude toward police.

The class could select the role-play behavior they consider the most ideal response from an officer in each situation – judging on manner, tone, and all factors relevant to the situation.

The class could consider the following questions:

> *Do you consider policework difficult? Why? Why not?*
>
> *How do you account for the high rate of heart attacks among police?*
>
> *Are we asking police to do too much? Explain why. Why not.*

Suggested Activities:

Secondary students could participate in cadet and pre-cadet programs. These programs can be initiated by the school administraters in cooperation with the local police precincts.

You could invite police officers to discuss how they would have reacted in each of the situations described on the previous page. You might also invite a representative of the Police Academy to discuss the training of police.

"Police Patrol," a simulation activity published by the Constitutional Rights Foundation is an excellent vehicle for introducing students to the difficulties of police work.

You may also want to show the film, "Moment of Decision," in which police officers must decide whether or not to use a gun. It deals with moral and ethical as well as legal issues. Contact Lieutenant John Beisne, Police Academy, 235 East 20 Street, New York, New York 10003, Tel. 477-9747.

ACTIVITY SHEET 5—11

What Do Firefighters Do?

Directions:

Look at the pictures below. All four are of firefighter workers doing their job. Under each of these pictures, write what would happen if this particular job were *not* done.

Fighting fires

Inspecting buildings

Investigating arson

Lecturing in school

Activity:

Refer to Activity Sheet 5–3 and compare the qualities you chose as most important for firefighters with those selected for sanitation workers. Fill in the following chart, or make up one you feel is a better graphic presentation of the information in question.

Comparison of Sanitation and Firefighter Job Requirements: Qualities in Rank Order

	first	second	third	fourth	fifth
Sanitation Worker					
Firefighter					

Using the information charted, write a short paragraph on either the similarities or the differences between a good sanitation worker and a good firefighter.

Exchange papers with your partner. Ask for constructive suggestions.

Follow-up Activity

Rewrite the paragraphs incorporating your partner's comments. Read aloud the revised essays on a volunteer or random selection basis (procedure to be chosen by the class by majority vote).

Student Objectives:

to predict what would happen without particular fire department services

to compare and contrast qualities required for sanitation and firefighting work

Suggestions to Teacher:

This is one of three exercises, each on one of the municipal services. You may want to divide the class into three groups and have each group do one of the exercises. The next lesson could involve the sharing of each group's descriptions and conclusions.

In addition to sharing descriptions of the city without fire department services, discuss the particular qualities which are similar for fire and sanitation workers – hardworking, honest, self-disciplined. Have students analyze how these qualities are applicable in particular situations, such as inspecting buildings for fire violations and issuing sanitation violations.

Suggested Activity:

Invite a representative from the Fire Department to tell about the qualification, training, and work of firefighters.

ACTIVITY SHEET 5—12

What do you think about fire safety ?

DIRECTIONS:

For each of the statements listed below, check the box on the right hand side which most closely approximates your own opinions about the statement.

Explain your reasons for two statements you agree with and two statements you disagree with.

Activity:

	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
1. A false alarm may cause the death of innocent people.				
2. Fire drills in school are a waste of time.				
3. Vacant building fires are not serious because human life is not in danger.				
4. It takes courage to be a firefighter.				
5. The opening of fire hydrants without sprinkler caps on hot days does not affect firefighting.				
6. Landlords whose neglect causes fires should be brought to court on criminal charges.				
7. Fire prevention is the responsibility of the fire department only.				
8. Arsonists should be sent to jail.				

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to identify attitudes toward fire safety

to recognize the seriousness of fire problems

Suggestions to Teacher:

This lesson tests the youngsters' intensity of feelings about various issues dealing with fire prevention and the work of firefighters.

Discuss each statement with the class and ask the following questions:

Are false alarms dangerous? If so, why?

What might happen if firefighters were answering a false alarm and were delayed in getting to a real fire?

Would a few minutes make a difference? Why or why not?

If there is no real fire at the same time, does a false alarm cause any problem?

Do you believe that fire drills are a waste of time? Why? Why not?

What is the purpose of fire drills in school?

What would happen if a school had a fire and the school never held a fire drill?

Why are students asked to be quiet during a drill? What could happen if people are talking? If they are shouting or screaming?

Is a fire in a vacant building serious? Why or why not? Could somebody be in a vacant building? Explain.

Is a fire more serious if there are people in the building when the fire is set? Why?

Do you think most firefighters do a good job? Why? Why not? Explain.

Would you want to be a firefighter? Why? Why not?

Do you think firefighters break things on purpose when they enter a house? Why? Why not?

Would you give stiffer fines for people who turn on hydrants without a cap? Why or why not?

What happens to the local water pressure when a fire hydrant is open? Is water pressure related to firefighting? How?

What should happen to landlords who don't obey fire regulations? Why?

What should happen to arsonists? Why?

Should there be more serious penalties for starting a fire? Explain.

Whose responsibility is fire prevention?

The list below gives situations which could be used for writing.

- *a school fire in which a class goes to the wrong exit*
- *a fire set in an abandoned building which kills or injures two people*
- *the trial of a landlord who has not repaired faulty wiring whose building burned*
- *the trial of an arsonist*
- *a fireman who is hospitalized for burns suffered in rescuing a child*
- *a situation in which a citizen does not report a fire*

Groups of two or three students could be assigned to write a miniscript or outline or story illustrating one of the above. Your role would be to help students see what actions could lead to these.

ACTIVITY SHEET 5—13

Should you take the matches from your sister?

Directions:

Read the paragraph and answer the questions that follow.

Activity:

Albert is watching his little sister while his mother is shopping. He tells her not to play with the matches she has in her hand because they are dangerous. She says, "You had better let me play with the matches or I'll tell mother that you took money from her purse!"

1. If you had taken the money would you let your sister play with the matches or would you take them from her? Explain.
2. Would you let your sister play with the matches if she promised not to tell anyone? Why? Why not?
3. What could happen if you didn't take away the matches?
4. How would you feel if you let her play with the matches and the apartment caught fire?
5. What do you think Albert should do? Why?
6. What could be the consequences of playing with matches?

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to recognize the seriousness of playing with matches

Suggestions to Teacher:

In this exercise students come to grips with their responsibility for others in their families. Questions for discussions could be:

> *What is your responsibility to younger members of your family? Older members of your family?*
>
> *Which is more important, the safety of your family or the possibility of being punished?*

As a conclusion the class could write a summary of the way parents and older children could deal with the danger of children playing with matches. For example, matches are kept out of reach of small children. Children are allowed to handle matches in a controlled situation with supervision, such as lighting a candle. Children are warned about the dangers of fire, and given instructions on making sure matches are completely out – dosing with water, etc.

Suggested Activity:

Create posters for a fire safety campaign.

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Fire Prevention Report Card

Directions:

For each activity give yourself a mark by checking the appropriate column. Then answer the questions below.

Activity:	A	B	C	D	F
Does not turn on fire hydrant without a cap.					
Does not leave flammable (materials that catch fire) materials in closed-in places.					
Follows instructions during school fire drills.					
Does not interfere with firemen doing their job.					
Reports faulty electrical wires to parents.					
Does not play with matches.					
Is careful to douse matches if used with permission (lighting a stove burner, candles, etc.).					
Does not pull school fire alarm.					

1. For which situations did you give yourself low marks?
2. What could happen as a consequence of each situation?

FOXY THE FIREFIGHTER SAYS:

STOP FIRES!
SAVE A LIFE!

Conclusion: How have my feelings or ideas been affected by this activity?

cut here to make master

Student Objectives:

to evaluate how well one keeps fire safety rules

to identify consequences of not keeping basic rules

Suggestions to Teacher:

This exercise is intended to help students understand the dangerous consequences to themselves and others if they do not practice fire safety.

For discussion you may want to break the class into small groups to have each group trace a chain of consequences. For example,

> *Joe turns on the hydrant without a cap.*
>
> *Bill in the next block gets the same idea.*
>
> *There could be a flood in the gutter. Shoppers get their feet wet and dirty.*
>
> *If enough people turn on hydrants in one area, the water pressure is lowered. If there is a fire, the firefighters may not be able to put it out because of the lowered pressure.*

You could also take the consequences further, having the children make up a story about a fire and what happens to the people in a particular building. Some children in the class may have had personal experiences with a fire in their own building. If they are comfortable talking about what happened to them, such real life experiences can have a greater effect on encouraging fire safety than anything else.

You may also want to ask children to make up a report card like the one on the activity sheet for their parents to full out using the following fire safety items:

> *Doesn't smoke in bed.*
>
> *Makes sure that there is no faulty wiring in the house.*
>
> *Makes sure roof exits and fire escapes in home are clear.*
>
> *Makes sure that circuits are not overloaded in home.*
>
> *Makes sure that flammable materials are not left around the house.*
>
> *Doesn't leave debris in yard or garden of home.*

The questions on raising marks could be discussed in small groups. Each group could report back on their recommendations to the class.

ACTIVITY SHEET 5—15

False Alarm Headlines

Directions:

Read the headlines below.

1\.
THREE STUDENTS TRAMPLED IN SCHOOL FALSE ALARM RIOT

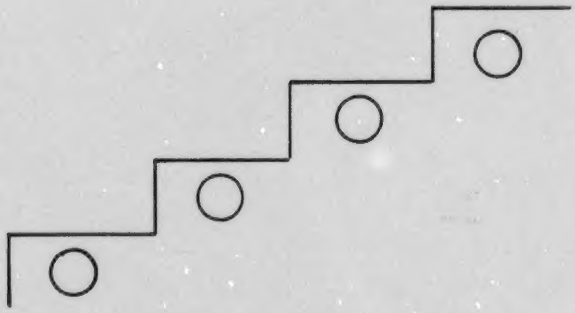
2\.
FIREFIGHTERS GO TO FALSE ALARM – BABY BURNS ON NEXT BLOCK

3\.
MAYOR SAYS FALSE ALARMS COST CITY MILLIONS

4\.
CHEMICAL PLANT EXPLODES AS FIREFIGHTERS DELAYED BY FALSE ALARMS

Activity:

Which headline gives you the strongest feeling? Write the number in the circle of the top step. Which headline gives you the least strong feeling? Write the number on the bottom step. Then fill in the steps between.



In a small group discuss the order of your choices and try to come to an agreement about which headline gives the most serious reason against false alarms. Write the reason below.

1. ____
____
____

2. ____
____
____

Conclusion: How have my feelings or ideas been affected by this activity?

____
____

cut here to make master

Student Objective:

to explain the seriousness of false alarms through evaluating possible consequences

Suggestions to Teacher:

After you have divided the class into small groups and they have written the reasons for their choice, have the groups present their statements. If there is no disagreement on the most serious reason, discuss as a class where one of the other headlines would be placed. You might then have students develop a paragraph on the newspaper story for the various headlines.

If false alarms are a problem in the school, have students discuss how the false alarms affect their learning process and the atmosphere.

Suggested Activity:

Have guests from the New York City Fire Department speak to students on the problems caused by false alarms. Or have students interview local firefighters and report to the class on particular local problems.

Students could develop a community campaign against false fire alarms. This campaign may include posters and presentations at various meetings.

cut here to make master

FALSE ALARM!

Directions:

Read the story and answer the questions that follow.

Activity:

You see a group of older boys ring the fire alarm as a joke. They tell you not to report them or they will beat you up. The older boys run away. The firefighters arrive and see there is no fire. Two firefighters stop you and ask if you rang the alarm.

Would you tell the firefighters who rang the alarm? ____________________

____

What would happen if you told them who rang the alarm? ____________________

____

What would happen if you did not tell them anything? ____________________

____

____

____

____

cut here to make master

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

Student Objectives:

to evaluate the risks one would take in the prevention of false alarms

to understand the importance of cooperation with firefighters in the apprehension of those who turn in false alarms

Suggestions to Teacher:

In this exercise students must decide whether to take the blame for false alarms or to report the real culprits and risk the possibility of reprisals. Ask the students the following questions:

> *What are the resulting dangers of pulling a false alarm?*
>
> *What could you do in this situation?*
>
> *How would you feel if you didn't tell the truth? How would you feel if you didn't tell the truth and firefighters could not go to a real fire because they were answering a false alarm? How would you feel if someone was hurt or killed in a fire while firefighters were answering a false alarm?*
>
> *How would you feel if you took the blame for the youngsters who pulled the alarm? Have you ever taken the blame for something you did not do? How did you feel?*
>
> *What can you do if you are threatened?*

cut here to make master

ACTIVITY SHEET 5—17

WHERE'S ROBERT?

Directions: Read the television scenes below and write your own ending.

Activity:

Scene 1

The camera follows Beverly as she walks past a burned out drugstore on the corner of 35th Street and Fourth Avenue. She notices a pile of garbage in the doorway, broken bottles, an old sofa with the stuffing coming out. The windows of the drugstore are boarded up and covered with graffiti.

Just before she turns to go up the steps to her building, she notices a couple of kids from her school, but not from her block, standing around the fire alarm box across the street. She walks over to see what is going on.

Diane:

Diane: Hey, you won't get caught. Go ahead; pull the alarm.

Beverly: Is there a fire?

Diane: We just want a little excitement.

Robert: Yeah, I love to see those guys running around looking for a fire. "Where's the fire? Where's the fire?" They look like fools.

Diane: Serves them right. They don't get here very fast when there's a real fire.

Robert: Let's see how fast they answer now. (He looks at his watch.) It's five o'clock. (He reaches out to pull the alarm.)

Bevery: Come on, don't do that! There might be a real fire. While they're looking around here, somebody could die.

Robert: Aw. My heart bleeds for you.

Beverly: What's the matter with you? Don't you understand? Even if there isn't another fire somewhere else, it's still a waste of people's time and work.

Robert: What do you care? I'm going to have some fun.

Diane: Yeah. Mind your own business.

Beverly: It is my business. This is my neighborhood. I care what happens to it.

(Robert and Beverly stare angrily at each other. Robert turns away, puts his hand on the alarm switch, and looks back at Beverly. The camera zooms in on Robert's hand on the alarm.)

cut here to make master

cut here to make master

Scene 2

It is the same time a few blocks away.

We are inside the kitchen of an apartment. Two children, Margarita, age 12 and Ralph, age 8, are pouring soup in a pan to heat it. The camera focuses for a moment on the clock over the stove, which says five o'clock.

Ralph:	Where's Robert? He said he was going to play ball with me today.
Margarita:	I don't know. Don't worry. He should be home by the time you finish your soup. *(Ralph spills some of the soup on the stove. He gets a large wad of paper toweling to wipe it up. The edge of the toweling touches the gas flame and starts to burn. The children scream. Margarita goes to the sink to get a glass of water. The flames from the toweling reach the curtains at the windows and a can of grease by the stove. The fire leaps up toward the ceiling. Ralph runs from the room and the camera shows him turning left and reaching the outside door. Margarita throws her glass of water on the flame. There is no effect. She grabs a pan and starts to fill it with water, but realizes that she cannot put out the fire. She turns to look for Ralph.)*
Margarita:	Ralph! Let's go outside! Ralph! Ralph, where are you? (She leaves the kitchen and the camera shows her turning right, going toward the bedroom.)

1. How does the scene end?

____

____

____

____

____

____

____

Student Objectives:

to recognize that pulling a false alarm could cause someone's death

Suggestions to Teacher:

The script can be used to motivate serious thinking on the possible consequences of false alarms. It can also be used for reading comprehension and inferential thinking. To make sure students have full comprehension of the scenes, you might ask the questions listed below.

> *What sentences let you know that the neighborhood in which the scene is set has serious problems with fires?*
>
> *Why is the time significant?*
>
> *Does Robert pull the alarm or not? Can you tell by what happens in the second scene?*
>
> *Do you think the Robert mentioned by Ralph and Margarita in scene 2 is the same Robert as in scene one?*
>
> *As the scene ends, what danger is Margarita in? How do you know?*

There are several points students have to consider as they write their own endings. They have to decide if Robert has pulled the alarm or whether or not Beverly has done something to prevent him. They have to decide whether the firefighters arrive quickly or are delayed by the false alarm. They have to decide what happens to Margarita since she went back into the apartment to look for Ralph and could be trapped by the fire. The endings could be written as plot summaries or continued in script form.

Suggested Activity:

After students complete their endings they should be performed or shared. They might also want to record a class version as a radio play, having someone read stage directions, and use it in a fire prevention campaign.

cut here to make master

ACTIVITY SHEET 5—18

Who's Responsible?

Directions:
Read the story and answer the questions below.

There is a serious fire in a large apartment building. An unattended child is badly burned over half of his body; he will need years of plastic surgery to look normal. A firefighter suffers severe back injury when a floor collapses. Four families are left homeless and without any possessions.

In the investigation, the fire marshalls attribute the fire to poor wiring aggravated by the fact that one family had had their electricity turned off and had run a wire from the hall lights into their own apartment. Debris in the halls contributed to the spread of the fire. Besides, due to budget cuts, a nearby fire station was closed and it took the firefighters six minutes to respond to the call.

Activity:
On the lines below, list measures which *could* have been taken to prevent such a tragedy.

Below is a list of possible persons or agencies who might be held responsible. Using a scale of 1 to 5, rate their responsibility as you see it.

1	2	3	4	5
least	responsible	partly responsible		most responsible

________ THE ELECTRIC LIGHT COMPANY

________ THE LANDLORD

________ THE TENANTS THEMSELVES

________ THE FIREFIGHTERS

________ THE CITY COUNCIL

________ THE HOUSING INSPECTORS

________ THE NEGLIGENT PARENTS OF THE CHILD

Think of a real-life fire story which you have experienced or heard about. Tell this story to the members of your small discussion group. Explain how you feel about fires. Choose the most frightening story from your group in which a fire could have been prevented and share it with the whole class.

— cut here to make master —

Student Objectives:

to identify specific fire hazards and recommend prevention measures
to evaluate degree of responsibility for fire hazards
to recognize the collective nature of responsibility

Suggestions to Teacher:

This exercise, like several others which ask students to evaluate degrees of responsibility, is meant to show that problems have overlapping causes and that solutions require cooperation. Eliminating one specific hazard would not solve the entire problem.

Relating personal experiences will give credibility to the seriousness of fire hazards.

Suggested Activity:

Students could read about all the possible fire hazards that are found in homes. They can then survey their own homes to make sure that none of these hazards exists.

Pay the Consequences

Directions:

Below are some hazardous conditions which are related to fires. There are three columns next to each hazard. In these columns you are asked to fill in possible consequences of that hazard ranging from moderately serious, to serious, to very serious.

Activity:

HAZARD	CONSEQUENCES		
	moderately serious	serious	very serious
unsafe fire escape			
blocked roof exit			
smoking in bed			
faulty wiring			
false alarm			
arson			
debris			
overloaded circuit			
flammable materials in cellar			
30-ampere fuse in a 15-ampere socket			
leaving an electric pot plugged in overnight			

Culminating Activity:

Check your own house for fire hazards. Make a list below.

cut here to make master

Student Objectives:

to judge the seriousness of specific fire hazards

Suggestions to Teacher:

This activity is self explanatory. When the sheets are finished have volunteers read each of the columns, vertically. Ask who has a different item in that column and why. In the course of discussion the most serious possible consequences of each hazard should emerge. The concept is that in certain circumstances each of these could either cause a fire, or contribute to the injury or death of someone trying to escape from a fire. In that light any and all fire hazards are very serious. Students should discuss the dangers of each situation and what can be done to prevent them from occuring. They should explore how citizens can become involved in fire prevention.

Suggested Activities:

A representative of the Fire Department could speak about fire hazards and measures that could be taken to prevent fire at home.

Using model street alarm boxes, students could learn the proper procedures for reporting fires.

Students could develop with their families a personalized home fire safety plan. They should include alternate routes of escape, practice fire drills and a meeting place for the family outside the building.

As a class students could visit the Fire Museum.

Fire Museum
104 Duane Street
New York, N.Y. 10007
Attn: Lt. Clyde Williams, Curator
570-4230

All requests must be in writing at least one month in advance of the trip. Guided tours are available. The museum has a firefighting gallery with hand-pulled engines, prints of famous fires, etc.

Students can also visit a local firehouse; call in advance to make arrangements with the officer-on-duty.

ACTIVITY SHEET 5—20

FIRE: What would you do to stop arsonists?

Directions:

Read the following incident and answer the questions below.

> *While looking out their window, Mr. and Mrs. Smith saw two people setting fire to a building across the street from where they lived. They quickly walked away from the window and started watching television. When they heard noises and looked out their window they saw the two people coming towards their house with a gasoline can. The Smiths then called the police.*

Activity:

1. Do you think Mr. and Mrs. Smith will tell the police that they saw the two people setting fire to the building across the street? Why or why not? ______________________

2. If you were a member of the arson squad, how would you react if Mr. and Mrs. Smith told you about seeing the arsonists across the street? What would you say to Mr. and Mrs. Smith? ______________________

3. Do you think Mr. and Mrs. Smith should be punished for not reporting what they saw? Explain. ______________________

4. What could be the consequences of Mr. and Mrs. Smith's failure to report the arson in the building across the street? ______________________

5. What do you think you would have done if you had seen the two people setting fire to the building across the street? ______________________

6. Do you think the punishment for arson should depend upon the consequences of the fire? Explain. ______________________

In a small group role play one of the following situations.

A member of the arson squad questioning Mr. and Mrs. Smith.

A neighbor from the building across the street who has been burned out of her apartment talking to the Smiths about her experience.

Mr. and Mrs. Smith talking among themselves after their own building has burned badly enough to damage their apartment.

Additional Activity:

Write a miniscript in which someone reports his or her suspicions of arson and the arsonist is caught in time to prevent a fire.

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to recognize that it is the responsibility of citizens to report arson or their suspicions of arson

to become aware of the consequences of arson

Suggestions to Teacher:

In a small group discussion you might ask students to describe other situations, not involving arson, in which they have behaved as the Smiths did – not doing anything when something happened to someone else.

Discussion Prompters:

When should a person act to prevent something from happening to someone else?

What actions would be serious enough for you to take action?

What kinds of actions would you let happen to someone else without taking any action? Why?

What kind of guide lines do you have as a person?

Suggested Activity:

A fire marshall could be invited to speak about arson.

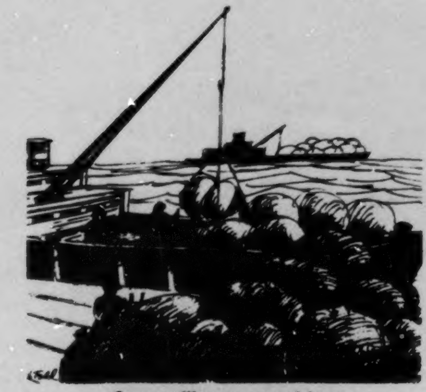
cut here to make master

ACTIVITY SHEET 5—21

The Sanitation Worker

Directions:

Look at the pictures below. All four are of sanitation workers doing their job. On separate paper write what would happen if this particular job were not done.



Crew sailing scow out to sea

Man sweeping streets

Department of Sanitation Officer giving tickets

Sanitation Worker collecting garbage

Activity:

Fill in the blanks in the following paragraph as honestly as you can. The words under the blanks are suggestions; you may fill in your own words instead.

Being a sanitation worker is a job I ________________________________
would, would not

like to do. I feel ________________________________
strongly, very strongly, medium-strong, flexible

about this position. I think this is ________________________________
impossibly hard, very hard, hard, easy, very easy

work, and therefore the pay should be ________________________________
very high, high, medium, low, very low.

I think the work ________________________________
could, could not

be made easier by ________________________________
additional help, citizen cooperation, increased social prestige, increased wages

I ________________________________
strongly advocate, am unconcerned am concerned, am strongly against, don't care about

making the job of a sanitation worker easier in this way.

cut here to make master

Student Objectives:

_to identify what would happen without particular sanitation services
to identify one's attitudes toward sanitation work

Suggestions to Teacher:

Volunteers can read their answers to what would happen without these services. Some students may want to draw their own illustrations. Lead students to predict other consequences to health, to transportation, to the economic life of the city. The assignment could also be used for writing a description or a short story.

At the conclusion of filling in the second part of the activity, poll the class and tally opinions on concern with citizen cooperation, etc. Or you might want to conduct this as a "before and after," checking whether thinking about what would happen without the work of the sanitation department has changed attitudes.

As a conclusion ask how citizens can make the sanitation department work more effective — in what ways can they cooperate?

Suggested Activity:

Interview a sanitation worker about the problems of keeping streets clean.

Invite a representative of the Department of Sanitation to speak about the work of its various services.

How important is cleanliness to me?

Directions: Fill in the blanks in each sentence with as many of the letters from the list as are applicable. The papers are to be anonymous.

Activity:

A. my room
B. my home
C. my classroom
D. my school
E. my block
F. my neighborhood
G. my city

It matters to me whether ______________ is clean.

It doesn't matter to me whether ______________ is clean.

I don't mind if ______________ is dirty.

I prefer that ______________ be dirty.

Papers are to be shuffled and redistributed at random.

1. What can you tell about the person who made the choices you have on your paper?

   ____

2. How do his/her choices compare with yours?

   ____

3. In comparing the two sets of choices, are you more or less satisfied with your feelings about cleanliness in your various environments?

   ____

4. Tabulate answers to each category, to develop an over all class profile and arrive at a description of the average class member's attitudes and values towards cleanliness.

   ____

   ____

   ____

   ____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to analyze one's own attitudes toward cleanliness
to compare personal attitudes with those of peers

Suggestions to Teacher:

An imaginative way to motivate this exercise would be to ask the students if they can remember a particular situation from the TV series The Odd Couple *in which Felix's mania for cleanliness conflicted with Oscar's sloppiness. Whereas that's an extreme situation, the fact is that concern for cleanliness does vary from person to person. Moreover, the site of the cleanliness is important — for example, a student may be more concerned about the neatness of his/her own home than the cleanliness of the whole city.*

The point of the class discussion once class attitudes have been established is to consider whether most people in New York City would like to have a clean city. If so, how far are people who are not concerned willing to go? How do Felix and Oscar work at solving their problems? How can the people of New York City work at solving their problems? What happens when someone who doesn't like litter asks someone else not to litter? Does that person have a right to ask? Why?

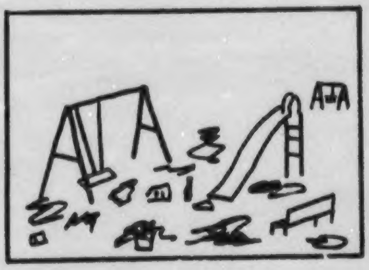
ACTIVITY SHEET 5—23

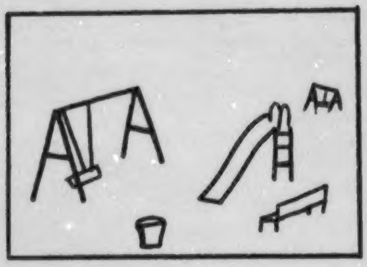
WHERE WOULD YOU WANT TO PLAY?

Directions: Look at these two pictures, and then write or tell the answers to the questions listed below.

Activity:

A





Check the strongest reason that playground A looks that way.

a. It's old so nobody takes care of it. ☐

b. People get in at night and mess it up. ☐

c. The Sanitation Department doesn't keep it clean. ☐

d. The kids who use the playground drop things when they play. ☐

e. Teenagers mess it up because they think they're big. ☐

f. More people use playground A than use playground B. ☐

Check the strongest reason that playbround B looks that way.

a. It's new, so no one messes it up. ☐

b. Nobody uses it. ☐

c. The sanitation crew sweeps every night so that's how it looks in the morning. ☐

d. It's in a neighborhood where people have money. ☐

e. There's a fence so nobody gets in at night to mess it up. ☐

f. The children and grownups who come into the playground don't litter or dump trash. ☐

Draw a picture of the playground you would like.

Draw a picture of some of the people you would need to keep the playground clean.

cut here to make master

Student Objectives:

to analyze the sources of dirt and disorder in a playground

to assign responsibility for cleanliness in publicly owned properties

Suggestions to Teacher:

This relates to one special facet of a neighborhood, the playground. The point of the exercise is to guide students to realize that having a clean playground is the result of many factors and needs the cooperation of many people, just as having a littered playground is the result of many factors and depends on many people not caring.

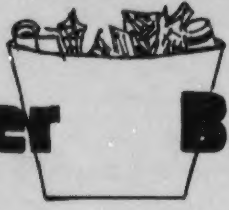
This exercise may also raise the point of how far those who don't care are willing to go tc cooperate with those who want it clean. What is it that makes people cooperate?

Suggested Activity:

Students may want to get involved in a project to improve the school or a neighborhood playground.

ACTIVITY SHEET 5—24

The Wastepaper Basket



Directions: Put a check in the box that best explains what actions you would take and which you would not take.

Activity: Suppose the wastepaper basket in the classroom is full. Would you . . .

	Yes	No	Maybe	How would this affect you?	How would this affect others?
put your garbage in your desk?					
throw your garbage on the floor?					
try to put the garbage in the wastepaper basket anyway?					
put the garbage in your bookbag until you find another wastepaper basket to put it in?					
ask the teacher for another wastepaper basket to put your garbage into?					

1. In small group discuss each action to search out the values involved in choosing or avoiding that particular alternative.
2. In a whole-group discussion, compare choices to see which are the most popular with most members of the class, and try to explain why.
3. Extend the wastepaper basket situation to the world outside the classroom. If you were walking down a street and there were no litter baskets around, and you wanted to throw some candy wrappers away, what would you do?

   ____

4. If you threw one piece of paper on the ground, would it make a big difference? Explain.

   ____

5. Suppose 100 people throw papers on the ground, what does it look like then? Why?

   ____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to analyze the effects of even a small act of paper disposal on the whole group

to demonstrate the varieties of reactions different people have to a problem

Suggestions to Teacher:

This exercise is one of the three dealing with the school as one's community. It is intended to demonstrate that a clean environment in the school as in the neighborhood requires cooperation.

This activity might be approached in the Candid Camera fashion. Contrive to have the wastebasket overflowing and continue with a regular lesson. Ask one student to be the "camera" and take notes on how people deal with the full wastebasket. The real-life behavior of the class might be even more varied than the examples on the activity sheet.

After the "Candid Camera" experiment, use it as a discussion guide. See if students can identify a relationship between a "role" as listed in Activity 3—1 and a mode of behavior in this activity; for example, the cooperator might put the waste paper in his bag for later disposal while the leader would suggest a new basket.

Another approach might be to ask students to check through their belongings for various scrap paper items to throw away. Have them crumple up the paper and in the course of speaking to three different people, to drop the paper. Allow a two to three minute time period for the students to mix and walk about dropping the paper. Then ask students to retrieve their own paper. Obviously there will be confusion and difficulty. Stop the procedure and ask the students how the task of cleaning the room can be achieved more efficiently.

The students may come up with other suggestions. An obvious one is for each person to pick up the papers closest to him or her, without trying to find who dropped them. The experiment can initiate a discussion on the need for cooperation and the problem of individual responsibility. Probe questions might be:

> *Is everyone who litters aware of it?*
>
> *How far are people willing to go to clean up after other people?*
> *Is it easier to keep a classroom from being littered or to clean up afterward? Why?*

Suggested Activity:

As an ongoing activity students may become involved in a campaign to prevent littering in the classroom and school. There is an annual Team Up to Clean Up Contest for such school campaigns with cash prizes. A notice is issued annually.

A Litterbug Checklist

Directions:

Below is a checklist of some everyday litter found in the streets and public buildings of New York City. Make a mental list of your own activities during the past seven days (playing, hanging out, movies, studying, snacking). In those seven days you have probably been a litterbug on a few occasions. Next to each littering item, estimate the number of items for which you personally have been responsible.

☐ *Number of soda cans dropped on the street*

☐ *Number of soda cans dropped inside public buildings*

☐ *Number of pieces of gum stuck under chairs*

☐ *Number of paper bags of garbage dropped outside the garbage can*

☐ *Number of candy wrappers dropped on floors*

☐ *Number of newspapers left on bus or subway seats*

☐ *Number of pizza crusts dropped in the street*

☐ *Number of dog messes left on the sidewalk*

Activity: When you have filled in all the boxes, fold up your paper and hand it into the class "data collector." Make sure you do not write your name on the paper. This is an anonymous exercise.

The class "data collector" will compile a class list of litter and post the results on the board.

When he/she is finished, you will be asked to discuss the implications of these figures for your neighborhood and city.

— cut here to make master —

Student Objectives:

to become more aware of one's littering habits

to recognize that litter is cumulative in its effect

Suggestions to Teacher:

Be sure to let the class know that the purpose of the activity is not to find out who litters, but to see the effect of littering by one class. Impress on the students the importance of really trying to recall how often they chew gum, how often they drink soda, how often they have put out the garbage, and estimating how many times they have not properly disposed of the waste.

The summary of this activity could be to have the class figure out the numbers for each type of litter, multiply first by the number of classes in the school, then by the number of schools in the district, and then by the city — 32 districts, 100 high schools.

A committee could make a table presenting the figures with picture illustrations, showing how litter adds up.

Suggested Activities:

Students could interview members of the custodial staff to find out the difficulties of keeping a school clean.

They might also formulate a questionnaire about litter. They could survey neighborhoods or family members and report the results to the class. Some of the questions in the survey might include:

> *Who is responsible for the litter in the neighborhood?*
>
> *Why do you think there is so much litter?*
>
> *How might people reduce the amount of litter on the streets?*

Another idea would be to develop a school or neighborhood recycling program to collect newspapers, aluminum, metals and glass.

cut here to make master

ACTIVITY SHEET 5—26

Why Do People Litter?

Directions: Read the following story:

> *It's 8 o'clock on a weekday morning. The scene is a residential block in New York City. Two little children are on their way to school. They stop to write something on a stoop. A lady is walking her dog and walks away leaving the dog mess on the sidewalk. Two high school students come down the street dropping candy wrappers and soda cans as they go. Mr. Giametti is outside his house sweeping and hosing. He is angry at what he sees.*

Activity:

In a small group of six, role play the conversation among Mr. Giametti and the five litterers. Imagine what he would say. Keep in mind that he is a patient man who really wants to talk to them about their littering.

After your roleplaying you may write down the best dialogue that came out of your group . . .

OR

You may write a list of reasons people litter and a list of reasons people do not litter. Your teacher will make some suggestions if you get stuck.

Forces Leading to Littering	Forces Working Against Littering

Which of the forces listed as leading to littering do you believe is the major cause? Why?

Which is the major factor in preventing people from littering? Explain

In small-group discussion, develop some ideas for preventing litter.
Here are some probe questions you might use in your discussion.

- Would stiffer laws prevent littering?
- Would more trash baskets prevent littering?
- Would a spectacular public relations and media campaign reduce littering?
- What would our city and neighborhood gain by a pattern of reduced littering?
- What health hazards would be reduced by keeeping streets cleaner?

Student Objectives:

to explore ways to influence the behavior of others in regard to littering

to analyze why people do or do not litter

to develop ideas for preventing littering

Suggestions to Teacher:

Asking someone else not to litter is one of the difficult problems in human relations. In many cases people will react with hostility. Still, if the problem is to be solved, people who litter must be made aware that many, many people resent their littering. You may want to discuss this problem with the class beforehand, asking for situations in which someone has asked them not to do something and they have complied. Perhaps they have asked someone else not to litter or to pick up something the person had dropped — with successful results. What will avoid a hostile reaction? Obviously, saying something in anger, yelling, ordering are not approaches that will work. Perhaps saying "you dropped something; I'm sure you didn't want to litter," or "I'll pick this up for you; I really feel upset and angry when there's a lot of litter on a street," would be a good approach. How far you can go depends, of course, on the class and what they have experienced. The roleplay should be helpful in understanding feelings. Be sure to have the litterers reverse roles with Mr. or Mrs. Giametti.

Some suggestions for the two columns on the activity sheet might be:

Forces Leading to Littering:

Thoughtlessness
Not wanting to carry something to a trash basket
Feeling someone else can clean the street and sidewalk
Doing what you see others doing
Liking to look at a dirty street

Forces Working Against Littering:

Wanting a clean city and neighborhood
Feeling responsible for helping
Building habits of not littering
Littering is punishable by a fine

The lists of forces "for" and "against" could be completed in small groups and the class as a whole could decide which ones are major. The solutions and answers to the probe questions are also meant for sharing with the whole class.

Suggested Activity:

Students can organize a "Young Peoples' Committee for a Cleaner New York" at school. The functions of the committee could include:

> *A public relations campaign against grafitti and lettering (e.g., posters, dailies, bulletin boards, "T" shirts, etc.)*
>
> *Cleanup teams for halls and classrooms*
>
> *A list of the committee members should be sent to the Executive Director, "I Love A Clean New York, Inc." 1250 Broadway, New York, New York 10001. This organization will help students implement cleanup campaigns.*

How can the lot be put to better use ?

Directions: The teacher will divide the class into equal-sized groups. Each group has three tasks. After the tasks are completed, do the exercises that follow.

Activity: *Task A:* Develop a list of community problems which a garbage-strewn lot might cause in the neighborhood.

Task B: Suggest effective ways of clearing the lot of garbage.

Task C: Suggest ways in which the community could put the lot to better use.

Each group will use brainstorming as a method of solving the three tasks. Below is a list of rules for brainstorming.

Rules for Brainstorming

1. Do not express negative evaluation of any idea presented.
2. Work for quantity, not quality — the longer the list of ideas, the better.
3. Expand on each other's ideas, piggyback. If someone's ideas prompt an idea in your head, then share it with the class.
4. Encourage zany, far-out ideas.
5. Record each idea by at least a key word or phrase.
6. Set a time limit for the brainstorming session, and hold strictly to it.
7. Make sure that at least one person in the group is taking accurate notes on a chalkboard or paper.

1. After the small groups have completed all three tasks —

   a) identifying the problems of the dirty lot

   b) making a list of suggestions for ways of clearing it

   c) discussing ways the community could use the lot better

   go back to whole-group discussion and pool your ideas. The teacher will act as recorder and referee as you discuss the results of your small-group discussion.

2. On the lines below write the idea for the use of the lot which would be the most acceptable to all the members of the community and could be reasonably achieved.

   ____

3. To achieve the above idea, would there be any expenditures of money necessary? How much? Make a budget on the back of this sheet.

   ____

4. How many work hours would be needed to achieve good use of the lot?

   ____

5. What kind of maintenance plan would you suggest?

   ____

- cut here to make master -

Student Objectives:

to practice the processes of brainstorming and group decision-making

to become more aware of the importance of shared responsibility for one's own environment

Suggestions to Teacher:

If the students follow the rules for brainstorming, they should have no difficulty completing the exercise as the activity sheet describes.

After the whole process has been completed and the small groups return to whole-class discussion, you may use these questions as discussion prompters:

1. *Which of the three tasks was most difficult?*
2. *What were the major problems of the abandoned lot? (Odor, eyesore, rats.)*
3. *Which of these problems would be the hardest to solve?*
4. *How would you get the people in the community to help clean the lot?*

This exercise could also be a lead in to become involved in a school or neighborhood beautification project. Ask students to report to others on any such project they know about.

Ask the class to discuss any incidents of vandalism that have affected their school and neighborhood. Ask them to express what they would say to the vandals orally, in writing, or with a poster.

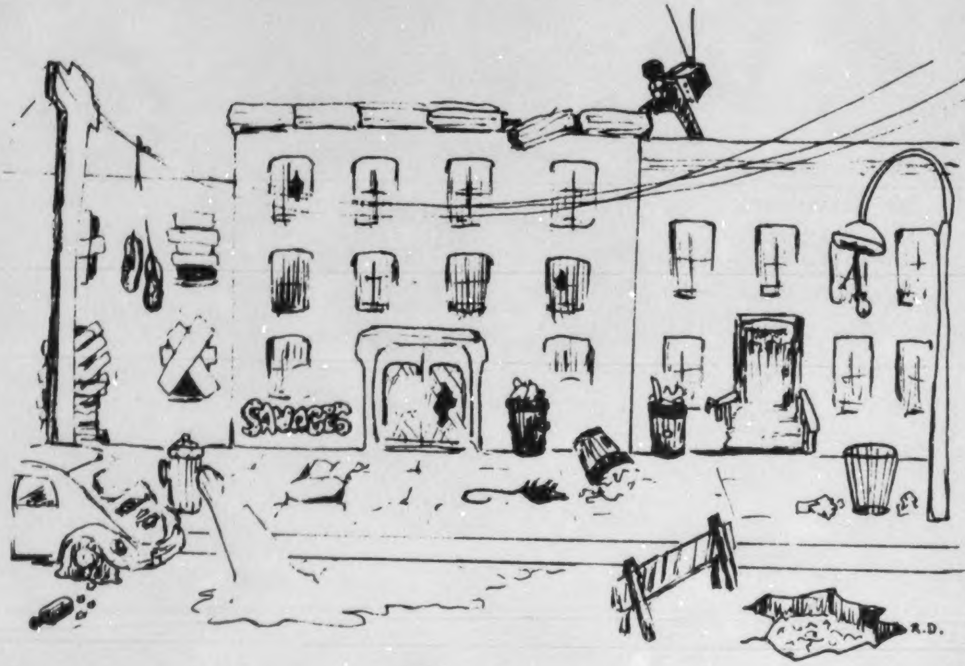
ACTIVITY SHEET 5—28

Fixing Responsibility!

Directions: Look at the picture below, and assume it is located in your own neighborhood. Determine who would be most responsible for (a) making the dirt, and (b) cleaning it up. Rank the groups from 1 to 5 in order of responsibility. Explain your choices.

— homeowners
— sanitation workers
— the mayor
— society

neighborhood kids —
neighborhood adults —
outsiders —
people in large apartment houses —



Activity:

Mayor Koch has said: "If we could do everything in our power to get sanitation personnel working well, it still wouldn't be worth one-half as much as if the average citizen would stop despoiling our city by throwing litter and walking away from it."

1. What is your reaction to this statement?

   ____

2. Would this claim be more or less valid depending on the neighborhood being considered?

   ____

3. What other factors might make your reaction vary even within the same neighborhood?

   ____

4. Rephrase the Mayor's statement in your own words, making any changes you feel would improve it as a result of your own thinking and experience.

   ____

5. Have restatements read aloud, and take a class vote on the one which most nearly and clearly represents the group position.

cut here to make master

Student Objectives:

to analyze the sources of dirt and disorder in the city

to make an initial appraisal of the role of citizens and municipal workers in relieving the problems of dirt and disorder

Suggestions to Teacher:

It is hoped that in discussion the class will realize that no one person or group of persons can bear the brunt of responsibility for our city's disorder — rather we are all responsible, from the mayor right on down to unruly neighborhood "kids." Litter is there because citizens are careless. It can only be solved by people caring.

Suggested Activity:

Students can organize an assembly program around the "I Love A Clean New York" theme. I Love A Clean New York, Inc. will participate in, and help organize this level of assembly program.

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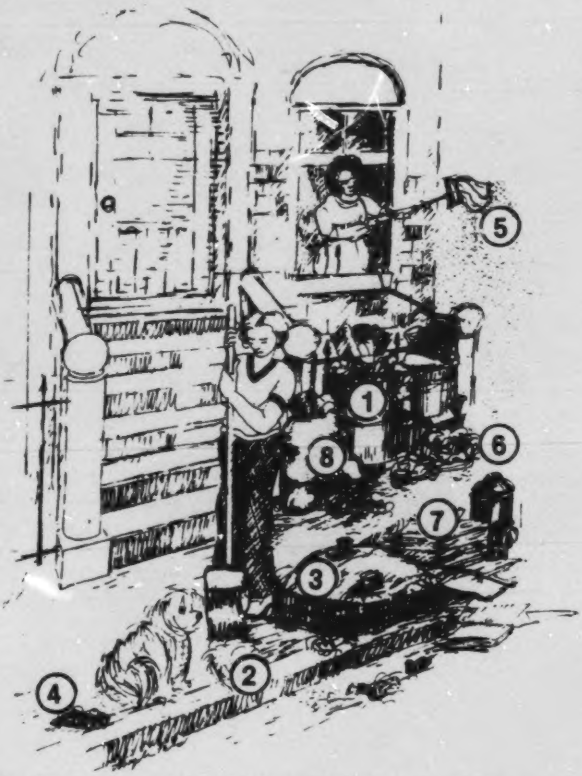
ACTIVITY SHEET 5—29

Playing Detective

Directions: Look at the picture below. How many sanitation violations of the New York City Health Code can you find? Write them on the lines below.



1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

6 ____________________

7 ____________________

8 ____________________

Below are some reasons NOT to commit these health code violations. Which reasons are the most effective in preventing littering?
Rate them from 1 to five.

1 — 2 — 3 — 4 — 5

least effective **most effective**

A policeman might tell you to stop. ☐

A neighbor might complain. ☐

It is basically wrong. ☐

It's against the law. ☐

Mess makes some people uncomfortable. ☐

The street is part of everyone's living environment. ☐

Health Code violations are punishable by fines of up to $500 and a year in jail. ☐

I wouldn't want anyone to litter on my property so I won't litter on theirs. ☐

It's unhealthful. ☐

Student Objectives:

to identify specific health code violations
to recognize that sanitation problems are also health problems
to evaluate the effectiveness of various reasons not to litter

Suggestions to Teacher:

The numbers and the corresponding violations are:

1. *uncovered, overflowing trush can*
2. *sweeping dust into the gutter*
3. *leaving a mattress on the street (this is a violation if a person has not checked that the sanitation department is making a bulk pick up on that day)*
4. *dog with no owner prepared to clean up after it*
5. *shaking a dust mop out of the window*
6. *putting out trash in a paper bag (garbage is spilled)*
7. *newspapers in a pile, not tied properly*
8. *putting out plastic bag outside of trashcan (bag has ripped)*

In the second part of the activity, considering the relative effectiveness of various reasons, students learn what is most effective in influencing them. In the process they also consider reasons against littering which they might not have previously considered. Before students fill out the scale each item should be interpreted for the class. A discussion about which is most effective will bring out the strongest arguments for each.

Suggested Activity:

Invite a representative of the Health Department to speak about health code violations dealing with sanitation.

These are also trips which will inform students of the work of the Sanitation Department:

Pennsylvania Avenue Landfill

Contact: *Department of Sanitation*
125 Worth Street
New York, N.Y. 10007
(566-5527 – for group tours)

Landfill Reclamation Task Forces
51 Chambers Street – Room 807
New York, N.Y. 10007
(349-2317 – for information on how groups can participate in reclamation)

Fresh Kills Sanitary Landfill

Contact: *Public Information Office*
N.Y.C. Department of Sanitation
125 Worth Street – Room 722
New York, N.Y. 10007
(566-5527 – guided tours available 4th grade and up)

N.Y.C. Environmental Protection Administration

Contact: *Department of Sanitation*
125 Worth Street
New York, N.Y. 10007
(566-5527 – Group tours available to solid waste handling facilities)

PART 6: THE CITIZEN AND PUBLIC HEALTH AND SAFETY

The previous themes have stressed the connection between the responsibilities of the individual and the total effect of individual choices on the quality of life for all citizens. In no area is this connection more clear-cut than in public health and safety. This section touches upon some of the main issues in that realm: immunization, traffic safety, the rights of nonsmokers, driving while intoxicated, and creating and maintaining a healthful environment.

The first group of exercises is for elementary school studens but the concepts and techniques may be used to explore other health and safety issues for older students. The activity sheets from 6-5 to 6-8 are for secondary students only.

The last group of exercises point up the severity of our environmental problems, stressing that we must each feel responsible for the quality of our environment. Only when enough citizens are willing to take appropriate action can we hope to find solutions.

The final exercise is based on student reaction to portraits of New York City in poetry and prose. It is hoped that this activity will be an incentive for teachers and students to continue learning activities which focus on the excitement and strength of New York City.

Number	**Title**
6-1	How's Your Health Score?
6-2	Climb the Steps to Good Health
6-3	Traffic Light Decisions!
6-4	What Will Happen to Maria?
6-5	The Smoke-Filled Subway Car!
6-6	What Do You Know About D.W.I. (Driving While [illegible]ted)?
6-7	D.W.I.: What Can You Do to Help?
6-8	Sexually Transmitted Diseases
6-9	3001 A.D.
6-10	Water Watching
6-11	The Lemon Award
6-12	Somebody Should Do Something About That . . . !
6-13	New York City; Love It or Leave It!

Suggestions for Early Childhood Use: Part 6

The children in the primary grades need to begin assuming responsibility for their own health and safety. They should also be aware that neglecting their own health can affect others; *e.g.*, not being immunized means they can pass a contagious disease to someone else. Activity sheets 6-1, 6-2, 6-3, can be used with minimal adaptations. For 6-4, on lead poison, read the items aloud with some discussion about each of the possible consequences of each alternative or having the children role play how they would handle the situation. Activity 6-10, on conserving water, is appropriate for grades 2 and 3 and can be easily adapted to an oral discussion and experience chart for kindergarten children.

The last activity 6-13 could be translated into collecting or analyzing pictures of "things we like about New York City." Make posters and write up an experience chart.

ACTIVITY SHEET 6—1

HOW'S YOUR HEALTH SCORE?

Directions: Using the Health Scale below, score yourself on how well you are taking care of your health.

Activity: How's your Health Score? Fill in the numbers from the scale and total your score.

a. I get enough sleep ____

b. I take time for rest and relaxation ____

c. I exercise regularly ____

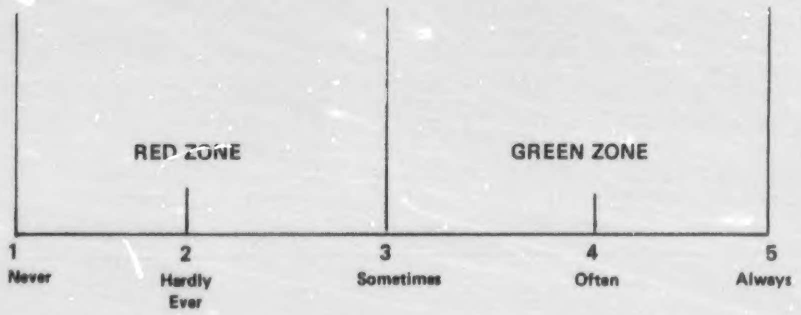
d. I eat the right foods ____

e. I practice good safety at home, in school, and on the streets ____

f. I feel good about myself ____

g. I try to stop the spread of disease in school, at home and in my neighborhood by getting all the immunizations (shots) that I need. ____

MY HEALTH SCORE ☐



HEALTH SCALE

Look at your score and write or talk about how you feel about your answers.

I am pleased that ________________

I am disappointed that ________________

I am surprised that ________________

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to be aware of a responsibility for taking care of oneself

to evaluate how well one is practicing good health habits

Suggestions to Teacher:

This activity may open any number of follow-ups:

How much sleep is needed?

What does exercise do for health, both mental and physical?

What are the right foods to maintain health?

What things make us feel good about ourselves?

The children may discuss in small groups what they could do to improve their health; adding one food to improve their diet, cutting down on empty calorie foods, etc. Each group could present their specific suggestions to the class.

The immunization item is the lead-in to the next exercise which deals in detail with what shots are necessary.

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ACTIVITY SHEET 8—2

CLIMB THE STEPS TO GOOD HEALTH

Directions:

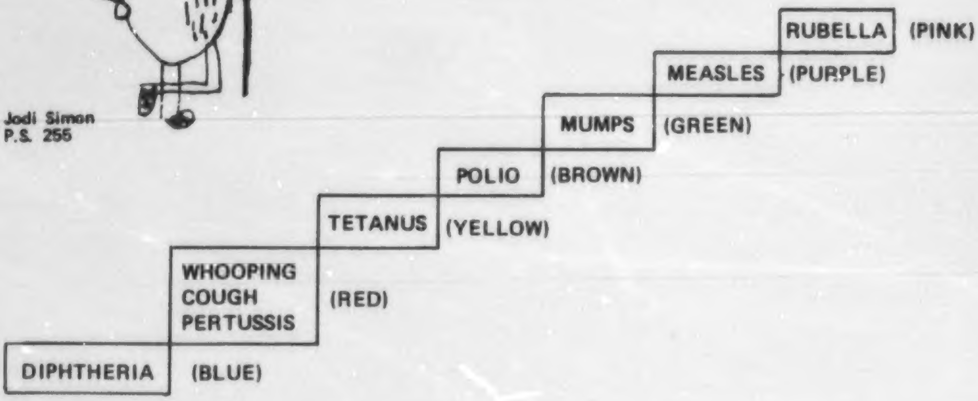
Color in the steps which you have taken to complete all your immunizations (shots). (If you don't know, ask your mother or father.)

Activity:

Climb the Steps to Good Health.

Jodi Simon
P.S. 255

YOU ARE TOPS!



When you get all your immunizations (shots), you will be helping yourself and: (Check the correct boxes)

Your family ☐
Your friends ☐
Your classmates ☐
Your teacher ☐

Write or talk about:

How do you feel when you are tops?

How do you feel about children who don't have all their shots?

How can you help your friends and classmates get all their shots?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

cut here to make master

Student Objectives:

to identify health practices that lead to an improved state of health and increased protection from disease

to identify the immunizations that are required by law

to recognize that complete immunization against childhood diseases protects the health of the community

Suggestions to Teacher:

These exercises help students understand the importance of health habits. They also stress how immunizations protect the health of the entire community.

Added emphasis on the reasons for full immunization can be given by having children play "The Good Doctor Machine." In this game, the class is divided into two lines facing each other. One child is selected as "No Shots Charley." "No Shots Charley" walks between the two lines pushing the "button" (Index finger to forehead) of the children forming "The Good Doctor Machine." As each "button" is pushed, "The Good Doctor" gives a reason why "No Shots Charley" should be immunized, e.g., It doesn't hurt; Polio is crippling; Rubella can cause deafness; No shots – no school; It's the law.

Complete these activities by having the entire class sing A Healthy You *(Sing to the tune of London Bridge).*

You can be a healthy you
If you try
Yes you can
Be a healthy girl or guy
It's quite easy!

Eat the right food ev'ry day
Get good rest
Ev'ry night.
Exercise and play each day
You'll stay healthy!

Ev'rybody needs her shots
Needs his shots
Needs her shots
Ev'ry body needs his shots
To stay healthy!

Don't forget it's
Up to you
To stay well
To feel good
Do the healthful
Things you should
You'll be healthy!

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From "Germ Trek: A Musical Adventure about a Healthy You," by Herbert Martin for the American Red Cross Children's Immunization Committee and the Health and Physical Education Unit, Division of Curriculum and Instruction, New York City Board of Education .

TRAFFIC LIGHT DECISIONS!

Directions: In the situations on this sheet, we are faced with deciding priorities. Traffic lights are an important part of our everyday lives. You are to weigh the consequences of being late for school against the possible consequences of crossing illegally.

Activity: Read the following situations and answer the questions which follow them.

You were late and in a hurry to get to school. When you reached the corner of the big street, there was a red light and you did not want to wait. You ran across the street and continued on your way to school.

1. Is there anything wrong with what you did? Explain. ____________________

2. How did you feel when you ran across the street when the traffic light was red?

____

3. What could have happened to you? To others? ____________________

____

____

Imagine that you are the driver of a car. You are late to work and in a hurry to get there. There is a green light in your direction. Out of the corner of your eye you see someone trying to cross the street against the light. Before you can stop, your car hits the person who had run across the street while the light was red for that person.

1. Do you feel guilty that your car hit the person who had crossed the street on a red light? Explain.

____

2. Are you angry with yourself for not being able to stop your car on time? Why? Why not?

____

3. Are you angry with the person who had crossed the street against the light?

____

— cut here to make master —

Culminating Activity: Discuss:

Is it always wrong to cross against a traffic light? Is it only wrong if an accident occurs?

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

Student Objectives:

to identify and analyze situations in which the individual's immediate goals must take a back seat to group goals

to recognize priorities in every day life

Suggestions to Teacher:

The difference between the two situations is that in one case the subject broke a law and nothing bad happened as a result. In the second, the same small act of law-breaking (crossing against a light) results in an auto accident.

Ask the students to compare the two situations and debate the question: It is only wrong to break a law when someone gets hurt as a result.

OR

It is never worth the risk of breaking a law.

ACTIVITY SHEET 8—4

WHAT WILL HAPPEN TO MARIA?

Directions:

Read the following incident and consider some alternative actions you might take.

> *You visit your neighbor down the hallway from your own apartment. She is Mrs. Smith, an elderly lady who often babysits for your two-year-old sister. You notice that your little sister, Maria, is putting paint chips into her mouth. The paint is peeling off Mrs. Smith's kitchen wall. Your building is an old elevator building and you know that Mrs. Smith's apartment is in bad condition.*

Check the column appropriate to each alternative and answer the questions which follow.

	I would consider it.	I would definitely do this.	I would definitely NOT do this.
1. I would scream, grab Maria, and run out of the apartment never to return again.			
2. I would pretend I did not see Maria eating the paint chips and tell no one about it.			
3. I would tell my parents about the problems of lead-poisoning and what I observed in Mrs. Smith's home.			
4. I would ask my parents to arrange to have Maria tested for lead-poisoning by calling the local health district office.			
5. I would discuss lead-based paint and lead-poisoning with Mrs. Smith, and ask her if she knows how old the paint is, and tell her not to let Maria near the paint chips at any time.			
6. I would ask Mrs. Smith to fix the paint-chipping area, and notify the landlord.			

State in your own words how you would react to the above situation, and explain why.

Enrichment:

Role-play the situation with your classmates. Analyze.

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*This worksheet is excerpted from a separate housing curriculum which was piloted in P.S. 145 M and J.H.S. 54M in the Spring 1981 semester. The manual is now in the final stages of production and will be available from the Department of Housing Preservation and Development, Office of Program and Management Analysis, 100 Gold Street, New York, New York 10038, Tel. 566-7568.

ACTIVITY SHEET 6—4 ELEMENTARY/SECONDARY*

Student Objectives:

to recognize the dangers inherent in eating any paint chips, and particularly lead-based paint chips

to evaluate, and act upon, the need for testing young children who may be exposed to undue lead absorption

to acquire information regarding sources of lead absorption, its potential hazards, and the preferred methods of prevention, detection, and cure

Suggestions to Teacher:

Depending upon the grade and operating level of your students, you may choose either to present yourself, or to have the class research, the various facets of the problem of undue lead absorption (its symptoms, causes, incidence, prevention, testing procedures, and treatment).

There is a unit in the housing curriculum now being prepared for publication which may prove helpful as a resource.

Use the dramatic metaphor of a paint chip the size of one's fingernail, and impress upon the students the fact that it contains 100 times the amount of lead a human body can safely consume in one day. Then ask them to write a story or skit, design a puppet show, or create a felt-board story about how lead poisoning could be prevented in their homes and neighborhoods.

On the chalkboard, or on a large bulletin board, keep a running list of all the possible sources of lead poisoning which the students can unearth over a limited period of time. Include painted toys and household articles, work clothes, deteriorating paint dust ground underfoot, etc. Then arrange in rank order of importance.

Make comparative lists of the advantages and disadvantages of damp mopping and vacuuming over dusting and sweeping. Stress the particular importance of damp mopping for eliminating paint-laden dust; and pair it with the equally important process of old-fashioned hand washing before eating for everyone, and especially for small children.

Suggested Activities:

Invite a representative from the Health Department to come to address your class on the problem of lead poisoning. Invite parents to attend. As a follow-up, have the class design and execute a poster explaining the procedure for having all children between the ages of one and four tested for undue lead absorption.

Form a "Lead Alert Patrol" to examine the school, home, and neighborhood premises for peeling paint and lead-containing dust particles. It should be part of their service to learn how to report such hazards to the proper health and housing authorities, and to file such reports where indicated.

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ACTIVITY SHEET 6—5

THE SMOKE-FILLED SUBWAY CAR!

Directions:

Read the following incident and complete the excercise that follows.

Activity:

You and your friend make your regular train in returning home from school at 3:00 P.M. A group of students, whom you recognize from school, light up cigarettes and begin smoking in the car where you are sitting. You and your friend are bothered by the smokers' disregard for the law and their disregard for the rights of nonsmokers sitting in the train.

Below is a list of choices. On a scale of 1 to 5, try to predict how you would react in this situation.

1 – most unlikely 2 – pretty unlikely 3 – maybe 4 – pretty likely 5 – most likely

a. Ignore the smoking, and pretend that it does not bother you. ____

b. Change train cars to avoid the smoke. ____

c. Politely advise the smokers of subway regulations. ____

d. Bring this matter to the attention of the conductor. ____

e. Report the incident to your school dean. ____

f. Discuss this matter with your health education teacher. ____

1. Explain your reasons for any choice you thought pretty likely or most likely.

____

____

____

2. Do you think that if more people spoke up it would change smokers' behavior? Why or why not?

____

____

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

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Student Objectives:

to identify and discuss the rights of individuals as reflected in nonsmoking regulations

to identify and discuss how rights of individuals may be jeopardized

to describe problems which may arise when a nonsmoker and a smoker are in conflict and suggest ways for resolving the conflict

Suggestions to Teacher:

After students have completed the "Smoke-Filled Subway Car" exercise, divide class into small groups of smokers and nonsmokers. Have the groups react to the following issues:

A. For Smokers:

   1. How do you prefer to be asked not to smoke?
   2. How do you feel about the rights of nonsmokers?

B. For Nonsmokers:

   1. How do you ask smokers not to smoke?
   2. How do you feel about nonsmokers' rights and laws restricting smoking?

Groups share with the entire class their responses to these issues. Use the findings as a basis for class discussion, or for preparing a report for distribution to parents or for publication in the school newspaper.

Have students role play the parts of the "Thoughtless Smoker" and "Informed Nonsmokers" encountering each other in several different situations in a restaurant, on a subway train, in an automobile.

Suggested Activity:

Have students write to their city and state legislators concerning their views on restricting smoking in certain public places.

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ACTIVITY SHEET 8—6

What do you know about D.W.I. [Driving While Intoxicated]?

Directions:

Place a check on the blank to the right of each statement under the word **Agree, Unsure,** or **Disagree** indicating your feeling about the statement.

Activity:

	AGREE	UNSURE	DISAGREE
1. Driving after drinking is a dangerous practice.	___	___	___
2. It is dangerous to ride with a driver who has had a few drinks.	___	___	___
3. Some drivers are more competent after a drink or two than other drivers who have not consumed any alcohol.	___	___	___
4. Most people can actually drink quite a bit (3-5 drinks) and still drive just as safely as without drinking.	___	___	___
5. A drink or two helps people to drive better because it relaxes them.	___	___	___
6. If your best friend is about to drive when he's drunk, that's his business.	___	___	___
7. Persons convicted of drunken driving should be given a jail sentence.	___	___	___
8. Police should arbitrarily check every fifth driver for intoxication as a deterrant to drinking and driving.	___	___	___

Choose any statement(s) about which you were unsure and explain your reasons.

____

____

____

____

What information would help you decide how you felt? ____________________

____

____

____

____

Conclusion: How have my feelings or ideas been affected by this activity?

____

____

ACTIVITY SHEET 6—6 SECONDARY

Student Objective:

to check one's basic information about driving while intoxicated

Suggestions to Teacher:

You might question students on various courses of action. For example:

> *If you think drunk driving is wrong and dangerous, why would you ride home with a driver who's intoxicated?*

Ask students how they would answer someone who says "I have been drinking and driving for years and nothing has ever happened to me."

You might also use the chart below to explain how the chances of being involved in an accident increase as the alcohol level in the blood increases.

The increased accident risk begins before drivers are impaired or intoxicated.

- *–At .04% BAC (Blood Alcohol Concentration) chances of an accident increase.*
- *–At .06% BAC, just a hair under the legal limit for impaired driving, chances of an accident double.*
- *–At .10% BAC, chances of an accident are 6 times greater.*
- *–At .16% BAC, chances of an accident are 25 times greater than when sober.*

Information on BAC and accident risk was taken from a study that included all drivers—young, old, and in between. Do young people assume more risk when they drive?

You might also ask students to assess whether or not they would take any action in a driving-while-intoxicated situation if it involved:

themselves
a family member
a close friend
an acquaintance
a guest at a party
a stranger (male/female)

Students could then be divided into groups to come up with specific situations and various courses of action which could be taken.

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*New York State Education Department. *Alcohol Education: A Teacher's Curriculum Guide for Grades 7-12*, 1976, p. 89.

DWI: what can you do to help?

Directions:

After reading each of the following situations, explain what you would do.

Activity:

1. You have driven to a friend's house alone to attend a Saturday night party. After several drinks you begin to feel a bit dizzy but you are enjoying yourself and your company. It's time to drive home. What do you do?

2. You and three friends drive to a park to play in a Sunday afternoon softball game. After the game everyone sits down in the hot sun and raps about the game over cold beer. Each of you finishes about a six-pack before it's time to go home. One of your friends is the driver. What do you do or say? How do you feel about your decision before you ride home and after?

3. Your family has attended a wedding reception and it's time to go home. You see your father is a bit unsteady when he walks and you know he's been drinking a lot. He is about to drive the family home. What do you do?

4. As you are walking down the street alone you see a woman stumbling out of a bar. She is clutching her keys and as she reaches her car, you observe the difficulty with which she tries to find the door lock. What do you do? How do you feel about your decision?

Additional Activity:

In a small group discuss and agree on three hypothetical situations which might be potential driving-while-intoxicated situations. For each situation list three actions which would help to prevent a DWI situation.

Conclusion: How have my feelings or ideas been affected by this activity?

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ACTIVITY SHEET 6—7 SECONDARY

Student Objectives:

to consider alternatives to avoid driving while intoxicated (DWI) situations

to understand that planning ahead is important to avoid potential DWI situations

to understand that DWI is a community as well as an individual problem

Suggestions to Teacher:

To insure that students personalize their responses, encourage them to initiate their answers with, "I would." Gradually elevate the conflict by eliminating some choices such as:

You have no money for a cab.

It's very late.

You don't know how to drive

Someone will steal your car if you don't drive it.

The host doesn't want you to sleep over.

You can't physically restrain the person.

Personalize the scenarios with neighborhood bars, events, or people.

Allow responses to come from students, then follow-up and challenge their responses to help clarify their position.

> *"Do you mean to tell me you would say to your friend you will not ride home with him? Is that what you would really do? Why?"*

Have students consider some measures they might take before *they got into such dilemmas. For example, one of our group will not drink at the party this week or drink early in the evening.*

These scenarious may reveal the level of social consciousness development by the students (from selfish reasons to familial reasons to altruistic reasons based on endangering other people they do not even know). You may raise the issue regarding what behavior they think is necessary for responsible driving as it relates to alcohol.

Be aware that those endangered by drinking drivers are the driver, the passenger and the pedestrian.

After the discussion divide the students into small groups and have them complete the additional activity, stressing planning to avoid DWI situations.

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ACTIVITY SHEET 8—8

What do you know about S.T.D. (Sexually Transmitted Diseases)?

Directions: Read the statements people have made about STD's and mark whether you agree or disagree.

Activity:

		AGREE	DISAGREE
1.	If a person gets an STD, that is his or her business and no one else's.	______	______
2.	Only poor people get STD's.	______	______
3.	Respectible people can get STD's.	______	______
4.	Nice people should never discuss sexually transmitted disceases or the problems associated with them.	______	______
5.	Infected persons should always seek treatment and tell who their sex partners were.	______	______
6.	The best way to avoid STD's is to make certain that one keeps his or her body clean and gets the proper diet.	______	______
7.	STD's can be found in all types of people throughout the country.	______	______
8.	Teenagers don't have to worry about STD's because they are diseases of older people.	______	______
9.	If a person gets an STD, he or she is no good.	______	______
10.	Women give men STD's and, consequently, deserve what happens to them.	______	______
11.	If a person has a sexually transmitted disease, he or she should protect others to whom he or she may have passed it by not telling who they are.	______	______
12.	Parents have the right to know that their child has been treated for a sexually transmitted disease.	______	______

Additional Activity:

Write a conversation based on the following situation:

While talking to a friend of yours, he reveals that he's quite sure he has venerial disease. He mentions the name of a girl with whom he has had sexual intercourse recently; but you are aware that he has also had intercourse with at least two other girls within the past month. He asks you for advice about where to get treated, but he indicates that he may not want to reveal the names of his girlfriends.

Your assignment is to develop a conversation you might have with this friend and gradually change his mind about revealing his contacts. (Female students may assume the friend in the situation above is female and is not going to tell her male partners.)

Conclusion:

How have my feelings or ideas been affected by this activity?

____

____

____

____

____

____

____

The statements are reprinted by permission from "Teaching about Sexually Transmitted Diseases" by the Information Education Unit of the Bureau of Venerial Disease Control, New York City Department of Health.

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Student Objectives:

to become aware of sexually transmitted disease as a problem of epidemic proportions

to recognize that one has a moral obligation to treat oneself and inform other potential victims

to recognize that excuses for refusal to reveal names of contacts are rationalizations

Suggestions to Teacher:

After students have filled out the columns agreeing or disagreeing with the statements, you may want to divide the class into small groups to reach a consensus of opinion on three or four of the statements. For each statement the group should come up with two or more reasons why they agree or disagree with the statement.

With the exceptions of numbers 5 and 7, the statements are misconceptions which must be changed if STD's are to be brought under control.

The additional activity is designed to change attitudes. You might want to use it before the quiz. Arrange the class in pairs. Females talking to female friends, males to males. Have students verbalize their conversations while writing or taping them.

Encourage students to focus on the moral obligation to have people treated who are exposed to STD (sexually transmitted diseases). These are some moral elements you may expect students to include in their conversations:

> *If you don't ell your friend to get checked, then who will?*
>
> *What's more important, your embarrassment or your girlfriend's/boyfriend's health? (Females are at a distinct disadvantage since the symptoms may be hidden and a woman can be unaware that anything is wrong.)*
>
> *How will the person you had sexual relations with feel if he or she realizes that you didn't care enough to tell him or her?*
>
> *Would you feel responsible if permanent damage was done to your sexual partner or would you rationalize and say that you were not the cause?*
>
> *If you don't care about your partner, think of the people they might infect. Indirectly, the disease may come right back to you.*
>
> *How will society eradicate sexually transmitted disease if potential victims aren't discovered and treated?*

If students are not knowledgeable in the reasons they express, the following information might be helpful.

> *Next to the common cold gonorrhea is probably the most widespread infectious disease in humans.*
>
> *Extremely serious consequences can result from untreated STD's.*
>
> *Testing for STD is not an automatic part of a general health examination and should be requested if there is a possibility that one could be infected.*
>
> *Miners can be treated for STD's without parental consent.*

3001 A.D.

Directions:

Read the skit aloud. Then answer the questions which follow.

The scene is the inside of a touring spaceship in the year 3001 A.D. A group of passengers is listening to their tour guide.

Guide: And now we are entering another area once inhabited by our ancestors years ago.

Tourist No. 1: Was it a nuclear war which caused the destruction? So many buildings are burned.

Guide: No. Those burned out ruins are the result of accidental or set fires.

Tourist No. 2: I thought our ancestors had some sort of firefighting methods even hundreds of years ago.

Guide: That is correct. It was very crude. They pumped water onto the fire from a moveable machine called a fire engine. But they did not understand how to use their water.

Tourist No. 3: What happened to their water?

Guide: It was wasted. The people had developed habits based on the idea that there would always be enough water. When there was a drought they couldn't change those habits. There wasn't enough water to fight fires.

Tourist No. 4: What happened to the people? Did they all die in the fires?

Guide: Some did. But many had left before. There were other problems before the last drought.

Tourist No. 4: Was this an *urban* area? I've read about the problems of urban areas in the precivilized times.

Guide: Yes. We know something about their problems from records in a time capsule. We'll see the spot where it was found. It seems that they also had problems with their air. Smoke and pollutants from the crude machines they traveled with made it unhealthful for people to live there. Those who could afford to leave settled other places. Noise and litter were also problems. Even though their scientists had discovered that noise had bad effects on people's health, they had become so used to noise that silence frightened them. Just as they could not conserve water, so they could not conserve the fuels which produced their energy. People left these urban areas and tried to return to an even earlier time.

Tourist No. 1: I'm going to read about these people. They must have been very strange not to be able to change their habits. What were they called?

Guide: I think the pilot is going into our hover pattern over the center of this former society. I'll switch on our magnifying camera and you can see the spot where we found the time capsule. There it is. If you want to research these people, they were called New Yorkers.
(The street sign from Times Square, preserved in a small cement slab, appears on the screen inside the space ship.)

cut here to make master

ACTIVITY SHEET 6—8 SECONDARY/ELEMENTARY

Student Objectives:

to recognize the seriousness of environmental problems

to develop ideas for solving one or more of these problems

Suggestions to Teacher:

The most important concepts are that environmental problems seriously jeopardize the quality of life and that changing our patterns of thinking and believing will be necessary if these problems are to be solved. The most effective teaching and learning will occur by organizing research groups to report periodically on particular problems and the progress or lack of progress in solving that problem.

Through this process students can develop interests they will continue to pursue as concerned citizens.

You may want to use the skit as a reading exercise also. You might ask:

Why do you think the guide uses the term precivilized times?

What do you think the society represented by the people in the space ship is like?

Do the people of 3001 A.D. know very much about our times? Why?

How do you picture the interior of the space ship? Describe or draw it.

How is the skit like the movie, Planet of the Apes?

Suggested Activities:

Describe one current problem and write an imaginary future solution. Explain or describe any inventions or technology used to solve the problem.

Roleplay an investigator from one of the agencies involved with environmental problems (See Activity 6-12) talking to an individual or representative or company suspected of violations.

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ACTIVITY SHEET 8—10

WATER WATCHING

Directions: The pictures above show some of the ways we waste water. On the lines below list some of our uses for water and put a check showing whether that use is **absolutely necessary**, hard to do without or **could be given up easily**. One example has been done.

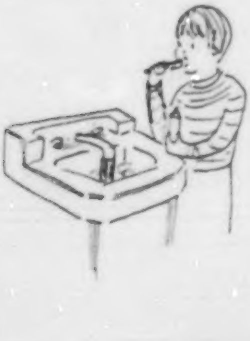
Activity:

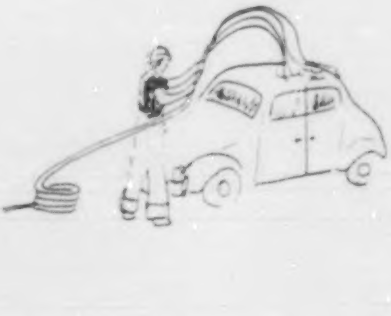
	Absolutely necessary	hard to do without	could be given up easily
1. drinking			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Additional Activites:

1. The pictures at the bottom of the page show how water is wasted in brushing your teeth and washing a car. Draw a picture showing how you can save water in each of these activities.

2. Choose five uses for water and explain how water could be conserved during that use.





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ACTIVITY SHEET 8—10 ELEMENTARY

Student Objectives:

to become aware of the need to conserve water

to discover ways of conserving water in daily living

Suggestions to Teacher:

The booklet Be A Water Watcher *(New York City Board of Education, 1981) has many resources, lessons and suggested activities for teaching about water conservation. These are for various subject areas and levels.*

After students have discovered how to save water on their own, you might want to distribute or have students make a "Water Report Card."

WATER REPORT CARD

	YES	NO
Do you have dripping faucets in your house?	____	____
Do you let the water run while brushing your teeth?	____	____
Do you take baths rather than showers?	____	____
Do you leave faucets running when they are not being used?	____	____
Do your parents wash the car more than once a month?	____	____
Does your father or brother leave the faucet running while shaving?	____	____
Do your parents water their lawn or garden every day?	____	____

It is also very important for students to understand that when it is raining in New York City, it may not be raining in the areas which supply water to our resevoirs.

Suggested Activity:

Keep a bulletin board with a cut-away picture of the reservoirs into which strips of water are added or subtracted to correspond to the percentage of water in the reservoirs.

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ACTIVITY SHEET 6—11

The Lemon Award

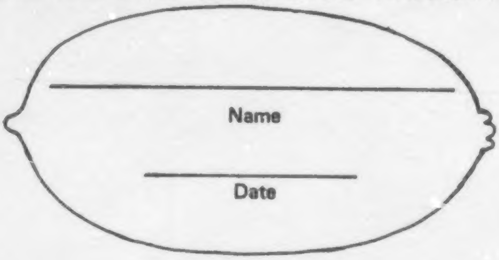
Directions:

Select an individual, group, business or organization that should get a "Lemon Award" for adding to the city's environmental problems. You should be able to defend your choice by explaining clearly why the "Lemon Award" should go to that party.

Activity:

On the certificate below, fill in your candidate's name and list the reasons for having made this selection. Work on your own.

THIS IS TO CERTIFY THAT THE "LEMON AWARD" HAS BEEN PRESENTED TO:



____

Name

____

Date

For: ____

____

____

THE LEMON AWARD IS PRESENTED TO ENVIRONMENTAL PROBLEM MAKERS

cut here to make master

Now form small groups following your teacher's directions and compare your certificate to those of your classmates.

1. Was there agreement or disagreement on who should be recognized ("Awarded") for their contribution to city problems?

   ____

2. Why do you suppose that different students selected different candidates?

   ____

3. Once you became aware of other students' choices, did you want to change *your* choice? If so, why?

   ____

4. Did any of the other students seem to want to change their choices? Why?

   ____

5. If you were Mayor of this city, which of the choices (problems) would probably be most important to you? Why?

   ____

Conclusion:

How can I express my opinions to city Government?

____

ACTIVITY SHEET 6—11 ELEMENTARY/SECONDARY

Student Objectives:

to identify important environmental problems which concern students

to realize that our opinions and actions may be influenced by those of our friends and classmates

Suggestions to Teacher:

It would be naive of us to think that environmental problems are not caused by individuals, groups, business or governmental agencies. Every problem has a causative agent at its root. Often we are contributors to problems.

It would be reckless to cavalierly select some group or business as the sole source of environmental problems, but the process of investigation must go on if our environment is to be saved and improved.

Students must, therefore, think clearly and discuss environmental problems objectively. Students should be able to support their conclusions before pointing the finger of guilt and responsibility at anyone else.

Students should be also be asked to role play a city official who is attempting to deal with the particular problem. Ideas for agencies or organizations can be found in the Green Book *and in the listing in teacher notes for "Somebody Should Do Something about That."*

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ACTIVITY SHEET 6—12

Somebody should do something about that.....

Directions:

We often hear people say, "Somebody should do something about that (problem)." Maybe you have said this, too. Think of the problems that bother you most in your city or neighborhood. Fill in the boxes in the table below (give at least four examples).

Activity:

Complete the table below.

Problem	What should "somebody" do about it?	Who might that "somebody" be?	How can I find out who that "somebody" is?	How and what should I tell that "somebody"

1. Everybody sees problems in our city, you do too. Why don't we make a greater effort to report these problems to the proper authorities?

2. Why do people also say, "I don't want to get involved?"

Additional Activity:

In a small group, share a story about how *you* were the person who saw a problem and reported it to the proper "somebody."

Discussion Prompters:

What, if any, were the results of your action?

Were you satisfied with the response?

Were you satisfied with yourself, or could you have done more?

As a group, decide on the story which shows the most effective action and present it to the class.

Conclusion: How have my feelings or ideas been affected by this activity?

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ACTIVITY SHEET 8—12 ELEMENTARY/SECONDARY

Student Objectives:

to become more aware of problems in our urban environment

to understand how one identifies and contacts the agencies responsible for city improvement and maintenance

Suggestions to Teacher:

New Yorkers are often characterized as apathetic and insulated from the problems which surround them. However, in times of crisis (energy and water shortages, for example) New Yorkers display an unusual capacity to cooperate and cope with problems. Ideally, problems should be handled on a non-crisis basis. Citizen involvement is needed to make New York City "work."

From this activity students should be able to identify problems that affect their lives in New York City and explore ways of identifying those individuals, offices, agencies and organizations that exist to deal with those problems.

Some of these are listed below. However, since agencies change it is, perhaps, more important for students to know about the Green Book *which is the most recent listing of offices, agencies and organizations.*

The New York City Official Directory
("The Green Book")
Price: $5.00 by Ordinary Mail: $6.00
The City Record Sales Office
Municipal Building Room 2213
New York, New York 10007
Tel. 566-2616

City of New York
Environmental Protection
Administration
2345 Municipal Building
New York, New York 10007

Council on the Environment
of New York City
51 Chambers Street Room 228
New York, New York 10007

New York Self Help Handbook
The Citizens' Committee for
New York City, Inc.
3 West 29 Street
New York, New York 10001
Tel. 578-4736

Department of City Planning
Public Information Department
2 Lafayette Street
New York, New York 10007

Federation of City-Wide
Block Associations
51 Chambers Street
New York, New York 10007
Tel. 566-0253

The Crime Prevention Section
New York City Police Department
137 Centre Street
New York, New York 10013

Community Affairs Division
New York City Police Department
One Police Plaza
New York, New York 10038
Tel. 374-5300

Tenant Patrol Division
New York City Housing Authority
250 Broadway
New York, New York 10007
Tel. 433-6030

New York City Fire Department
Community Relations Bureau
110 Church Street
New York, New York 10007
Tel. 566-7951

Office of Community Services
Department of Sanitation
125 Worth Street
New York, New York 10013
Tel. 566-0475

The Parks Council
457 Madison Avenue
New York, New York 10022

Department of Parks and Recreation
The Arsenal
830 Fifth Avenue
New York, New York 10021

New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

New York City Department of Health
125 Worth Street
New York, New York 10013

NEW YORK CITY
LOVE IT OR LEAVE IT!

Directions: Below are four pieces written by New Yorkers about their home city. One was written over a hundred years ago by the great poet Walt Whitman. The other three were written recently by New York City high school students.

Numberless crowded streets, high growths of iron, slender, strong, light, splendidly uprising toward clear skies . . . .

The mechanics of the city, the masters, well-formed, beautiful-faced, looking you straight in the eyes.

A million people – manners free and superb – open voices – hospitality – the most courageous and friendly young men.

City of hurried and sparkling waters! City of spires and masts.

City nested in bays! My city!

It's quiet all around me. I'm the only one on either subway platform. (Why do we call it a subway when it's elevated here?) With the snow, memories crowd around me – memories of pain, joy, arguments, memories of kisses after five, of arrogance and compassion.

Everything around me reminds me of those days I loved and hated. On the frame around the billboard is written "Kill the capitalists." On another advertisement is written, "Girls for a good time, leave your name and number." Here on this subway platform, I learned to laugh at the world and at myself. I learned to cry – over program changes and grades, over teachers and friends, over rules and freedoms. On this subway platform, I learned to love and to care and to say good-bye even when it hurt.

My little tearful romance with the subway platform is disturbed by the crowd coming up from downstairs . . . all frantic because the train isn't here – all worried that they won't get where they're going. I can't share their anxiety, because I suddenly know where I've been and where I'm going.

I see people in the subway;
sitting in their places.
So I peek in through the masks
That are hiding all their faces . . . .
Don't look at me that way.
I know that is not you.
Don't tell me that I've got a mask!
A mask that hides me too?

Huge
Full of noise and pollution,
Full of dirty parks and screaming children,
Tall buildings, small buildings,
Clotheslines, cars and dogs?
A baby born every hour,
A city of families and life,
and
Love!

Activity: In small group read these pieces aloud to each other. Which one is probably written by Walt Whitman? How can you tell? Many of the advantages and disadvantages of living in New York City are touched in these pieces. Using your own experience as a New Yorker as well as the points made in the pieces above, make two lists on your own paper -- **Good Things About Living in New York City** and **Problems of Living in New York City.** Compare your list with your partner's. In large-group discussion the teacher will make a class list of these two lists.

At the end of the class discussion, choose one of the following ideas for a talk or a composition:

New York – the Greatest City in the World
Why I Love Being a New Yorker

cut here to make master

ACTIVITY SHEET 8—13 SECONDARY/ELEMENTARY*

Student Objectives:

to appreciate various written impressions of New York City
to list advantages and disadvantages of living in New York City
to describe positive aspects of New York City

Suggestions to Teacher:

This is the last activity sheet, but the idea of encouraging students to describe what they like about New York can be continued. Have an ongoing display or class journal on any of the themes such as New York – The Greatest City in the World, Why We Love Being New Yorkers, or a slogan the students make up.

You might motivate a follow-up through summarizing some of the information on why New York City is called the Big Apple.

Charles Gillett, president of the New York Convention and Visitors Bureau, created and launched THE BIG APPLE campaign in 1971. This imaginative campaign, the world's most famous and effective city tourism promotion, was instrumental in building New York City's current tourism boom.

The term, THE BIG APPLE, had been used in the 1920s and '30s by people in the entertainment and sports worlds -- particularly jazz musicians -- as a way of saying, "I'm playing New York City -- I've made it to The Big Time!" or... "There are many apples on the tree, but when you pick New York City, you pick THE BIG APPLE." New York City was then, and still is, according to Mr. Gillett: "The bright and shining apple at the top of the success tree."

The Bureau has used THE BIG APPLE in every way possible. A special BIG APPLE lapel sticker quickly became a status symbol. The Bureau's stationery, posters, banners, shopping bags and literature for visitors and conventions all boasted a BIG APPLE. Press releases were full of BIG APPLE references. The results? Newspapers and magazine articles began to feature positive New York City stories with BIG APPLE headlines. Broadcasters and the wire services found the term a natural. The word went out that New York is a great city to visit.

Bureau President Gillett, in acknowledging the tremendous success of THE BIG APPLE campaign, explained that the Bureau never attempted to copyright the term. "In fact," said Gillett, "we have made every effort to promote its use by organizations and individuals." He pointed out that the Bureau encouraged a wide range of organizations to adapt or use BIG APPLE promotional items developed by the Bureau.

Symbols work when they have credibility. Tourism is now New York City's number one growth industry. The Bureau's straightforward BIG APPLE campaign to change the city's image succeeded because the symbol fits the city. New York has more of everything -- including the best visitor product in the world.

**If the reading level is too difficult, you might simply read the poems aloud and, after discussing them, and explaining vocabulary, use one or more for choral reading. The class journal or ongoing display described above is good for elementary students too.*

TEACHING STRATEGIES

This publication uses many different strategies and processes. It is eclectic in approach but all techniques conform to the principle that students must discover and explore for themselves the concepts and attitudes basic to good citizenship. Among the processes and strategies which have been incorporated are: values clarification, making choices in moral dilemmas based on those of Lawrence Kohlberg, role playing and role reversal, evaluating group process, and citizenship projects. Brief explanations of each of these strategies follow.

Values Clarification

Values clarification, according to Louis Raths, is composed of seven subprocesses:

Prizing one's beliefs and behaviors

1. *prizing and cherishing*
2. *publicly affirming, when appropriate*

Choosing one's beliefs and behaviors

3. *choosing from alternatives*
4. *choosing after consideration of consequences*
5. *choosing freely*

Acting on one's beliefs

6. *acting on a belief*
7. *acting with a pattern, consistency and repetition*

In his conception, the values-clarification approach does not aim to instill any particular set of values. Rather, the goals of values-clarification are: to help students recognize those values they hold and those they are developing; to extend the frame of reference from which values are chosen; and to enable students to progress through the valuing process until they are able to act on their own values with consistency.

Sidney Simon has also stated that the process rather than the result becomes all important. He, too, believes that those who put their values to the test of their own exploration will be well-suited to live in our complex, industrial society.

To help students find and analyze their own attitudes and beliefs, values clarification exercises frequently involve simple self-awareness items from which one's most basic values may be inferred. An example of this approach is the "coat of arms," wherein youngsters are asked to answer questions about themselves by drawing pictures in sections of a life shield or coat of arms. Instructions to students could include such items as:

A. Draw two things you do well.
B. Draw your greatest success in life.
C. Draw two things you would do if you had one year to live.
D. Draw two things you would like said about you.

From the resulting diagram students can gain insights into their own values.

Values can then be examined and reexamined in the light of their consequences as behavior choices. After identifying the problem and investigating alternative choice the individual should determine the results of each alternative. Moral values must be judged in terms of the short range and long range effects upon the person, the effects upon other individuals involved, and the effect upon society as a whole. In addition, the individual should try to examine some decisions in terms of consequences for future generations.

In values clarification the teacher is challenged to create a classroom environment wherein students will say what they feel, and not what they believe their teacher wants to hear. Students must feel free to state their positions no matter how unpopular their opinions may be. This process is used in many activities.

However, the citizenship education recommended herein does differ with the approach that process is all important. We recommend that the teacher be the guide in helping students evaluate the consequences of their choices. Only if class members are presenting all the most persuasive reasons for supporting the basic values on which this book is based can the teacher say nothing. If points are being missed, it is the teacher's function to question students until those points are elicited.

The teacher need not "preach." He or she is rather a coenquirer with the student. The process itself is a model illustrating respect for others. But it is the honest expression of feelings and values that the teacher accepts and not, necessarily, a student's particular values or choices. Such a statement as "I'd cheat on an exam if I needed to; it doesn't hurt anyone," should not pass without question or be left to the argument that it's wrong, or one might get caught. There are consequences to the person cheating in terms of his or her self-image ("I couldn't do it without cheating!"). There are consequences to others, friends, and classmates who are affected. And there are consequences to society as a whole. Students should be challenged to think about these consequences.

We realize that intuitive and perceptive teachers have been doing just this kind of teaching for generations. This document seeks to enhance that process by providing them with a series of practical classroom exercises that can be used in aiding students to develop, clarify, and identify their own values, and to suggest behavioral choices that will result in social progress and personal growth.

Applying Kohlberg's Theory of Moral Development

Another approach to moral education has been espoused by the Harvard psychology professor, Lawrence Kohlberg. Professor Kohlberg's research has led him to the conclusion that mental processes develop through a series of sequential stages. An individual's thinking about moral issues matures according to a specific sequence and stages of development cannot be skipped. In short, these stages are sequential and invariant. Kohlberg derived his theory by gathering data from 75 American males' reactions to moral dilemmas. Studies of males in other cultures and classes confirmed his original studies. Despite divergent backgrounds, individuals moved through the same stages of moral development in the same sequence.

In his theory of moral cognitive development, Kohlberg concluded that there were three specific levels, each consisting of two stages. The three levels are preconventional, conventional, and post-conventional. The six stages are:

Stage one: Blind obedience to power and reactions to punishment and rewards — physical consequence.

Stage two: Satisfying one's own needs ("you scratch my back and I will scratch yours").

Stage three: Good relations with others and obtaining their approval ("good boy, good girl") or ("he means well") — intention important.

Stage four: Obeying authority — law and order (doing one's duty, and maintaining existing authority).

Stage five: The social contract — individual rights within a society which as a whole determines what is right.

Stage six: Universality and conscience determine what is right — (ethical principles that apply to all, such as human rights, and respect for the dignity of each individual).

The level of stage development is determined by experts evaluating the individuals' responses to a series of hypothetical "moral dilemmas." Reasoning, not choice, determines levels of development.

It is possible for people to disagree on a particular action and yet be considered to be in the same stage of development, especially at the lower stages (at least until stage five). An example of this is:

A. John should not return the teacher's pen; after all, what did he ever do for him?

B. John should give back the pen because the teacher might treat him better.

Although the actions are different, both choices represent stage two reasoning.

Kohlberg has stated that not many people reach the highest stages and that evidence based on his samples indicates that only ten percent of adult Americans reason at the post-conventional level.

He also believes that a person can understand moral reasoning illustrative of one stage above his or her own reasoning. A person in transition from one stage to another will show reasoning patterns at both stages with one stage dominant.

Practitioners interested in applying Kohlberg's theory have devised moral dilemmas which can provide students with opportunities to hear arguments and reasoning representing higher stages than their own. It is hoped that such a process will facilitate moral development, *i.e.*, movement from one stage to another. Many exercises in this booklet may be used as Kohlberg dilemmas. Each of these has specific suggestions for structuring the discussions and for exploring the moral concepts to be considered. It is expected that the teacher will be a spokesperson who elicits or explains the moral reasoning from higher stages whenever students do not evidence this kind of thinking.

Role Playing

Roleplaying is a technique which is incorporated in a large majority of the exercises.

For roleplaying, divide the class into two, three, or four groups. This will allow for more participation and will encourage children who would not readily become involved in a whole-class situation.

Be sure that the procedure for choosing or assigning the role is clear. The student activity sheets do not supply detailed instructions for role-playing. In groups in which several students are eager to role play situations, suggest or assign a way for the groups to determine the order of volunteers — left to right seating, alphabetical order, drawing numbers, etc.

You might try asking nonvolunteers if they would try a specific situation which you describe. But accept their refusal, and try again later.

Experiment with restructuring the groups, putting shy students together, introducing students from other groups who would be good catalysts, rotating part of each group with another group.

Have the students establish as much background about the character in the roleplay as is practical. The more specific the background facts of the character and situation, the better the opportunity for an effective roleplay.

In almost every case be sure that some students reverse roles. This technique is one of the most effective ways to understand the viewpoints of other people.

Scriptwriting based on the roleplays is also a frequent suggestion for developing writing skills and extending an analysis of a particular concept.

Evaluating Group Process

Many of the exercises throughout the book call for small-group work. To improve students' skills in group discussion and in working cooperatively on projects is part of citizenship training.

One of the ways to focus on this learning process is to have students analyze and report on how a conclusion was reached or a decision made. Another strategy which can be used to build these skills is for individuals to analyze their own roles in the group.

A list of helpful behaviors would include the following:

initiates ideas
gives or asks for information
pulls together what's been said
finds out what the group as a whole wants to do
smooths out conflicts
gets others to participate
supports or encourages
makes compromises, helps others make compromises
reports or keeps records

Descriptions of behaviors which are not helpful are:

dominates the group
consistently gives a negative response to others' suggestions
verbally attacks others
does not participate
consistently starts another topic if there is a disagreement

Having students evaluate the process in their small groups at regular intervals is an effective way to improving group interaction. Focus on guiding students to observe how different people play different roles, varying with the situation. Encourage other students to express their feelings, with acting out or attacking a person.

Citizenship Projects

Students learn by doing. Role playing, exploring concepts and attitudes, analyzing the consequences of hypothetical actions can help develop caring and socially responsible attitudes. Such attitudes will affect the way students respond to situations as individuals and in their own peer groups. But good citizenship requires more. Effective civic participation requires organized cooperative action. Students need to experience citizenship projects which improve their classroom, school, and community.

Cleaning up a vacant lot and planning a garden, lodging an environmental complaint, cooperating in a neighborhood fire prevention campaign, participating in a voter registration drive, give pupils much in-depth experiences. If students are to become good citizens, we, as educators, must provide opportunities for them to practice citizenship in action.

LIST OF AGENCIES PROVIDING SPEAKERS

Representatives of the following city agencies will speak in the schools:

Office of the Mayor City Hall New York 10007	**Contact:** Dorothy Asckenasy 566-2950
Office of City Council President City Hall	**Contact:** Ellen Chesler 566-5108
Borough Presidents New York County 2050 Municipal Building New York, New York 10007	**Contact:** Martin Newburg 566-4105
Bronx County 851 Grand Concourse Bronx, New York 10451	**Contact:** Robert Williams 590-3000
Queens County 120-55 Queens Boulevard Kew Gardens, New York 11424	**Contact:** Ann Morse 520-3220
Richmond County 120 Borough Hall Staten Island, New York 10301	**Contact:** Barbara Kett 390-5108
City Clerk 265 Municipal Building New York, New York	**Contact:** James H. Salfaro 566-3293
Department of City Planning 2 Lafayette Street New York, New York 10013	**Contact:** Jerry Miller, Director Public Affairs
Department of Social Services 80 Lafayette Street New York, New York 10013	**Contact:** Sam Elber 553-5997
Department of Consumer Affairs 80 Lafayette Street New York, New York 10013	**Contact:** Vilma Ellenberg 566-6047

Trips

City Hall	**Contact:** Ellen Chesler First Assistant to the President of City Council City Hall, New York 10007 556-5108

Students can take a tour of City Hall, observe City Council hearings and bills being debated in plenary session.

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Citizens Union Research Foundation, 15 Park Row, N.Y. 10038

Neighborhood Composting in New York City. Contact CENYC, 51 Chambers Street, Room 228, N.Y. 10007

Walking: A Realistic Approach to Environmental Education. Contact CENYC, 51 Chambers Street, Room 228, N.Y. 10007

Transportation Policy and the New York Environment. Contact CENYC, 51 Chambers Street, Room 228, N.Y. 10007

INDEX

Acting on attitudes, values, beliefs, 2-12, 2-23 — 2-28, 3-4 — 3-6, 3-14, 3-15, 3-16
Arson, 5-20
Authority, 2-4 — 2-6
Brainstorming, 5-27
Breaking the law, 2-11
City services (see municipal services)
City workers, 5-3
Cleanliness:
  importance of, 5-22
  responsibility for, 5-28
Community:
  awareness of, 4-2, 4-3, 4-10 — 4-12
  involvement in, 2-25 — 2-28, 3-15, 3-16, 4-3, 5-27
  problems, 5-27
  responsibility to, 4-3 — 4-5, 5-28
  survival of, 4-8, 4-9
Crime:
  nature of, 2-17
  prevention, 2-25 — 2-27, 2-29
  (see also stealing, vandalism)
Death penalty, 3-14
Decision making, 1-25, 1-26, 3-16, 5-27
Demonstrating, 2-12
Driving while intoxicated, 6-6, 6-7
Empathizing, 1-5, 1-6, 1-8, 1-10 — 1-14, 1-16
Environmental protection, 5-27, 6-9, 6-11, 6-12
Environmental protection agencies, listing of, 6-12
Equal Rights Amendment, 2-12
False alarms, 5-12, 5-15 — 5-17, 5-19
Family obligation, 2-7
Fire:
  arson, 5-20
  fighters, 5-11
  hazards, 5-13, 5-19
  safety, 5-12, 5-13
  (see also false alarms)
Firearms, 2-29
Good citizens:
  actions of, 3-5, 3-6
  attitudes of, 3-1, 3-2
  definition of, 3-1, 3-3
  in relation to government, 3-9
  qualities of, 3-1 — 3-4
  rights and responsibilities of, 2-30, 3-7, 3-8
  self-evaluation as, 3-4, 3-17
  values of, 3-3 — 3-6
Government services, 3-9
Group awareness, 1-5 — 1-13, 1-17 — 1-19, 1-25 (see also self-awareness)
Graffitti, 2-21, 2-22, 3-6
Gun control, 2-29
Health, personal, 6-1, 6-2 (see also public health)
Helping the unfortunate, 1-8, 1-10, 2-25 — 2-28
Honesty, 6-2
Housing assistance, 4-7
Immunization, 6-2
Jury service, 3-10
Landlord—tenant relations, 4-6, 4-7
Laws, 2-8, 2-9, 2-11, 2-12, 2-14, 2-17
Lead poisoning, 6-4
Littering, 5-23 — 5-29
Misuse of power, 2-6
Mugging, 2-25 — 2-28
Municipal services: 5-1 — 5-4, 5-6 — 5-12, 5-21
  Education, 3-9
  Fire department, 5-1 — 5-3, 5-11, 5-12, 5-15, 5-16, 5-18, 5-19
  Health department, 5-22, 5-28, 6-2, 6-4, 6-5, 6-6
  Housing, 4-7
    importance of, 5-2
  Police department, 5-1 — 5-3, 5-6 — 5-10
  Sanitation, 5-1 — 5-3, 5-21, 5-23
  Transit system, 5-1 — 5-4
Needs, 1-15, 1-17
Neighborhoods, 4-8 — 4-12
Neighbors, 4-1, 4-2, 4-4, 4-5, 4-8
New York City, 6-13
Parents, 1-23, 5-5
  as authority figures, 2-6
  obligations to, 2-7
  stealing from, 3-6
Penalties. 2-15
Personal values, 1-21 — 1-24
Police, 5-6 — 5-10
Public health
  driving while intoxicated, 6-6, 6-7
  immunization, 6-1, 6-2
  lead poisoning, 6-4
  sexually transmitted diseases, 6-8
  smoking on the subway, 6-5
Public property, 5-23
Qualities of the good worker, 5-3
Responsibility
  personal, 2-21, 2-26 — 2-28
  public, 3-10 — 3-12
Returning lost property, 2-16
Rights and responsibilities, 3-7 — 3-12
Rules
  changes in, 2-13
  enforcement of, 2-4 — 2-8, 2-10, 2-15
  examination of, 2-1, 2-2
  in the classroom, 2-15
  need for, 2-1
  relation to values, traditions, 2-8
Safety
  fire, 5-12, 5-13
  traffic, 6-3, 6-6, 6-7
Sanitation, 5-21 — 5-29
  improvements in, 5-27
  violations, 5-29
  workers, 5-21
Schools
  behavior in, 1-11 — 1-13, 1-18 — 1-20, 2-2, 2-6, 2-10, 2-15, 3-6, 3-8, 5-24
  influence on values, 1-23, 1-25
  rules in, 2-1 — 2-3, 2-15
  vandalism in, 2-20, 2-21
Self-awareness, 1-1 — 1-7, 1-11, 1-12, 1-14, 1-17 — 1-26, 2-11, 3-7
Self-esteem, 1-4, 1-10
Self-image, 1-3, 1-4, 1-7, 1-9, 1-17
Sexually transmitted diseases, 6-8
Smoking, 6-5
Stealing, 2-23, 2-24, 3-6
Subway courtesy, 5-4, 6-5
Teasing, 1-10 — 1-13
Traffic
  rules, 6-3
  safety, 6-3, 6-6, 6-7
Values
  in relation to rules and laws, 2-8, 2-14
  personal, 1-21 — 1-24
Vandalism, 2-18 — 2-22, 3-6, 5-4, 5-5, 5-23
Voting, 3-4, 3-7, 3-11 — 3-14
Water conservation, 6-10

EVALUATION SURVEY

name:____________________ position:____________________

school:____________________ subject area or grade level:____________

In order to plan for revising and extending the development of curriculum in citizenship education, it is crucial that we receive your responses to the material you have tried in your classrooms. Please fill out the questionnaire and return to:

Curriculum Editorial and Production Unit
131 Livingston Street — Room 617
Brooklyn, New York 11201

1. Which activities did you use?____________________
2. Which activities were most successful?____________________
3. What changes would you suggest for activities which need improvement? ____________________
4. What additional topics should be included? ____________________
5. Which topics should be deleted? ____________________
6. If you used the moral dilemma approach, how would you characterize the results?____________________
7. Were the teacher notes helpful? Please explain. ____________________
8. Do you feel teachers need special training to use the bulletin? If so, what type of training would you suggest? ____________________
9. Is there sufficient balance of activities for the various levels and subject areas? Please explain. ____________________
10. What are the major strengths and weaknesses of the bulletin? ____________________
11. Additional comments. ____________________

Please use the reverse side if more space is needed. We would also appreciate reports of action projects you used or other citizenship activities you have developed for possible inclusion in other citizenship publications.